

# DOCUMENT RESUME

ED 264 384

CE 043 002

**TITLE** Competency-Based Mainstream English Language Training Project (MELT) Resource Package.

**INSTITUTION** Office of Refugee Resettlement (DHHS), Washington, D.C.

**PUB DATE** Mar 85

**GRANT** 83-TA-RI-11-164; 83-TB-MA-11-165; 83-TC-VA-31-166; 83-TD-IL-51-167; 83-TE-CO-81-168; 83-TF-CA-91-169; 83-TG-CA-91-170

**NOTE** 232p.; Developed and produced by International Institute of Boston, International Institute of Rhode Island, Inc., Arlington Public Schools (VA), Northwest Educational Cooperative, Spring Institute for International Studies, San Diego Community College District, San Francisco Community College District, RMC Research, Center for Applied Linguistics, and American Council for Nationalities Services.

**PUB TYPE** Guides - Classroom Use - Guides (For Teachers) (052)

**EDRS PRICE** MF01/PC10 Plus Postage.

**DESCRIPTORS** \*Adult Basic Education; Behavioral Objectives; Checklists; Classroom Techniques; Communication Skills; \*Communicative Competence (Languages); \*Competency Based Education; Core Curriculum; Educational Objectives; \*English (Second Language); Lesson Plans; Mainstreaming; Program Development; \*Refugees; \*Second Language Instruction; Student Evaluation; Testing

## ABSTRACT

This resource package is the product of seven national demonstration projects funded by the U.S. Office of Refugee Resettlement (ORR). The package is intended to assist persons involved with refugee language training in developing programs that address the ORR's English language training goals. The guide is divided into sections addressing the following topics: (1) the purpose, content, and use of the Mainstream English Language Training (MELT) Project resource package; (2) student performance levels; (3) core curriculum; and (4) testing. Appendixes to the individual sections include MELT demonstration project information, lists of literacy enabling skills, an index of grammatical structures, examples of performance objectives, sample needs assessments developed at various project demonstration sites, sample lesson plans and learning activities, assorted checklists, and examples of locally adapted curricula. A chart of English as a Second Language (ESL) tests with data for publisher, function, skills, forms and level, and a glossary of MELT resource package terms are also provided. (MN)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

BEST COPY AVAILABLE

---

**COMPETENCY-BASED**

---

**MAINSTREAM  
ENGLISH  
LANGUAGE  
TRAINING  
PROJECT  
(MELT)  
RESOURCE  
PACKAGE**

---

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it

☐ Minor changes have been made to improve  
reproduction quality

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy

---

**U.S. Department of Health and Human Services  
Social Security Administration  
Office of Refugee Resettlement  
March 1985**

---

# COMPETENCY-BASED MAINSTREAM ENGLISH LANGUAGE TRAINING RESOURCE PACKAGE

MARCH 1985

Developed and Produced by:

International Institute of Boston - MELT Project  
(Grant #83-TB-MA-11-165) Ann Kaufman

International Institute of Rhode Island, Inc. - Persona MELT Project  
(Grant #83-TA-RI-11-164) Jane House, Michael Paul

Arlington Public Schools - Refugee Education and Employment Program -  
MELT Project (Grant #83-TC-VA-31-166) Inaam Mansoor, Peggy  
Seufert-Boscoe, Tim Riney

Northwest Educational Cooperative - Tri-State MELT Project  
(Grant #83-TD-IL-51-167) Tipawan Reed, Linda Mrowicki, Jenise Rowekamp

Spring Institute for International Studies - MELT Project  
(Grant #83-TE-CO-81-168) Myrna Ann Adkins, Barbara Sample

San Diego Community College District Continuing Education Centers - MELT  
Project (Grant #83-TF-CA-91-169) Autumn Keltner

San Francisco Community College District Center Division - MELT Project  
(Grant #83-TG-CA-91-170) Cecelia Doherty, K. Lynn Savage

RMC Research - Jane Grover, Allen Schenck

Center for Applied Linguistics - Allene Grognet, Linda Smith

American Council for Nationalities Services - Elizabeth Mueller

For  
Office of Refugee Resettlement  
U.S. Department of Health and Human Services  
330 C Street, S.W., Switzer Building  
Washington, D.C., 20201

H. Kathy Do, Government Project Officer

## ACKNOWLEDGEMENTS

The Competency-Based Mainstream English Language Training Resource Package is the end product of seven national demonstration projects funded by the Office of Refugee Resettlement (ORR), under its national MELT initiative. The MELT Resource Package would not have been possible without the assistance and cooperation of many English Language Training (ELT) providers and Vocational ESL providers nationwide. We, the seven national MELT demonstration projects, wish to express our thanks to the staff of the various MELT projects' sites for allowing us to conduct the field testing of the B.E.S.T. tests, Student Performance Levels, and the MELT Core Curriculum. We are appreciative of their suggestions and recommendations for the content and use of the MELT Resource Package. The MELT Projects' sites are:

Gloria Dei Refugee Program, Rhode Island  
Genesis Preparatory School for Indochinese, Rhode Island  
Canyon High School, Utah  
Salt Lake Skills Center, Utah  
Salt Lake Community Education, Utah  
Emily Griffith Opportunity School, Colorado  
Western Iowa Technical Community College, Iowa  
Proteus Employment Opportunities, Iowa  
International Institute, Missouri  
Champaign OIC Refugee Project, Illinois  
Migration and Refugee Resettlement Services of Columbus, Ohio  
Minneapolis Public Schools Adult and Continuing Education, Minnesota  
Rock Valley College Refugee Program, Illinois  
Truman College Refugee Program, Illinois

Our thanks to the ORR Project Officer, Ms. H. Kathy Do, for her skillful guidance in the execution of all the phases of the MELT initiative and for her review and constructive suggestions of the interim and final products for the MELT Resource Package.

The M.E.L.T. Resource Package is disseminated by the Refugee Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, MO 64106, Bud Tummy, Director for the Office of Refugee Resettlement.

The M.E.L.T. Resource Package is not copyrighted. Readers and service providers are free to duplicate and use all or any portion thereof. In accordance with accepted publication standards, ORR requests that proper credit be given.

# **The Competency Based Mainstream English Language Training Resource Package**

## **Table of Contents**

### **Preface**

<b>I. SECTION ONE: INTRODUCTION.....</b>	<b>1</b>
Purpose .....	1
Process of Development.....	2
MELT Resource Package Contents.....	4
Student Performance Levels.....	4
The MELT Core Curriculum.....	5
Testing .....	5
Appendix .....	6
Use of the MELT Package.....	6
 <b>II. SECTION TWO: STUDENT PERFORMANCE LEVELS.....</b>	 <b>8</b>
Purpose .....	8
Process of Development.....	8
Student Performance Levels Section Contents.....	8
The Student Performance Levels Document (Description).....	9
Contact Hours and Conditions Affecting Level Gain .....	10
Guidelines for Using the SPL Section.....	12
Relationship of the SPL to Other MELT Documents.....	14
Student Performance Level Document.....	17
(unnumbered pages)	
 <b>III. SECTION THREE: CORE CURRICULUM.....</b>	 <b>18</b>
Purpose .....	18
Process of Development.....	18
Core Curriculum Section Contents.....	18
Competency Based Education and English Language Training.....	19
The Core Curriculum Document (Description).....	19
Curriculum Development in a Competency-Based ELT Program.....	21
Guidelines for Using the Core Curriculum Section.....	26
Relationship of the Core Curriculum to Other MELT Documents.....	26
Core Curriculum Document.....	28
(unnumbered pages)	

**(Table of Contents Continued)**

<b>IV. SECTION FOUR: TESTING</b> .....	<b>29</b>
Purpose .....	29
Process of Development .....	29
Testing Section Contents .....	29
Testing Types .....	30
Student Assessment in a Competency Based ELT Program .....	31
The Basic English Skills Test .....	33
Guidelines for Using the Testing Section .....	36
Relationship of the B.E.S.T. to Other MELT Documents .....	36

**APPENDIX**

Appendixes to Section One: Introduction	
Appendixes to Section Two: Student Performance Levels	
Appendixes to Section Three: Core Curriculum	
Appendixes to Section Four: Testing	
Bibliography	
Glossary of MELT Resource Package Terms	

## PREFACE

Expeditious, economic self-sufficiency for the refugee has been the goal for refugee resettlement programs since its inception in 1975. Towards that end, the provision of English Language Training (ELT) service is viewed as critical in addressing the needs of refugees in becoming self-sufficient.

The Federal Office of Refugee Resettlement (ORR) has been providing funds to states participating in the refugee resettlement programs (RRP) for the provision of social services to refugees upon their arrival in the U.S. **A Statement of Program Goals, Priorities and Standards for the State Administered Refugee Resettlement Program** has also been issued. Under this guideline, ORR has established that 85% of social service funds be targeted for English language training and employment services.

The availability of these services has, over the years, been instrumental in promoting early movement of refugees from welfare dependency to economic self-sufficiency. Resources for refugee social services, however, have been dwindling in recent years. This trend in the declining of resources necessitates the scrutinization of the most cost-effective and sound designs and approaches to the provision of priority services such as employment and language training to refugees.

The content areas of ELT programs currently available to refugees vary from general purpose, survival to employment related, occupational specific ESL. Further, the approaches to teaching the English language for refugees range from grammar-translation, audio-lingual, notional-functional to competency based instruction.

Indications from the English language training field, corroborated by several ELT studies, however, point to the effectiveness of competency-based adult education (CBAE) approach in expediting the process of attaining self-sufficiency for refugees. The competency-based approach to teaching, focuses upon the specific needs of the learner and is based upon observable competencies to be mastered by the learner. It is, therefore, essential that ELT programs for refugees provide targeted instructional services geared towards the competencies needed by refugees to gain economic self-sufficiency.

The Competency-Based Mainstream English Language Training (MELT) Resource Package provides guidance for ELT programs in focusing their efforts towards a competency-based approach to language instruction for refugees. It is the result of the development and field-testing process implemented by seven national MELT demonstration projects funded by the Office of Refugee Resettlement in Fiscal Years 1983 and 1984. Nineteen refugee ELT program sites participated in the MELT demonstration projects. The field-testing of the MELT was conducted on 1375 refugee students. The products included in the MELT Resource Package consist of:

1. The MELT Core Curriculum.
2. The Student Performance Level (SPL).
3. The Basic English Skills Test (B.E.S.T.) and Administrative Manuals.

For ELT, Vocational ELT (VELT), employment services programs and state agencies whose mission is to affect early employment and self-sufficiency for their students/clients, utilizing the MELT Resource Package in program design and implementation can be most beneficial because the Competency-Based MELT Resource Package:

1. addresses the common goal of promoting refugee self-sufficiency through competency-based English language training.
2. is an integrated process which encourages efficient and effective learning and establishes accountability through learning competencies which are outcome-oriented.
3. provides a valid and reliable tool for assessing students' English proficiency.

4. provides a system for defining student performance levels essential to employers/employment services and ELT providers.
5. is designed as a non-static flexible guide for local program adaptation.
6. provides a common thread in ELT program design which can be a basis for reliable program comparison, monitoring, and evaluation.
7. provides continuity to the overseas intensive ESL/cultural orientation program efforts.



# Section One: INTRODUCTION

## PURPOSE

The Office of Refugee Resettlement (ORR) management standards<sup>1</sup> for English Language Training (ELT) programs serving adult refugees<sup>2</sup> emphasize that ELT programs<sup>2</sup> be developed and/or designed to facilitate refugee self-sufficiency through the provision of a coordinated and structured English Language Training program which:

- increases the basic survival and employability skills of the participants;
- provides participants entering the program with a coherent set of goals based on their previous training and their current needs for attaining economic self-sufficiency;
- encourages linkages with other domestic refugee ELT programs, overseas Intensive English as a Second Language and Cultural Orientation (IESL/CO) programs, and non-ELT refugee service programs.

The Competency-Based Mainstream English Language Training (MELT) Resource Package is developed based on the ORR goals. The MELT materials are based on the competency-based/ESL approach to language training and the specific social and economic needs of refugees to learn the English necessary to obtain and maintain a job in the U.S. Competency-Based Education (CBE), as defined by the U.S. Office of Education is a performance-based process leading to the demonstrated mastery of basic and life skills necessary for an individual to function proficiently in society. In adapting the CBE process to adult ESL instruction, language concepts and skills are not considered to be ends in themselves but become integrated steps leading to the effective use of language in the performance of a specific life skill competency.

The primary purpose of the MELT Resource Package is to provide assistance to persons involved with refugee language training in developing programs which address the Office of Refugee Resettlement's English language training goals. The MELT products: the Student Performance Levels, the MELT Core Curriculum, and the Basic English Skills Test provide a basis for program design and operation. It is intended to be adapted to fit individual program needs. The MELT Resource Package stimulates ideas and suggests ways to better serve refugee language needs in meeting their goal of economic self-sufficiency. It is not a ready-made, complete design for any program. The MELT Resource Package should be viewed as a flexible, adaptable guide to assist programs in their attempts to become competency-based and make decisions regarding the content of ESL lessons. For programs that are not competency-based, the MELT Resource Package will serve as a foundation for designing a program that meets ORR goals and objectives for English language training programs. The MELT Resource Package is also useful and applicable to English language training programs serving immigrants.<sup>3</sup>

The Student Performance Levels (SPL) describe a student's language ability at a given level in terms of: listening, speaking, reading, and writing skills; the ability to communicate with a native speaker, and readiness for employment. Ten Student Performance Levels were designated: SPL I-V correspond to the overseas program levels A-E; SPL VI-X describe higher levels of language ability. Performance at SPL X is equivalent to that of a native speaker of English. For the Student Performance Levels (SPL), a range of hours was suggested for a student to move from one level to the next. These vary depending on such factors as a student's previous education, health, attendance, employment, age, and general resettlement experience. If the levels become an accepted measure of student performance at specific steps in the learning process, refugee service providers will understand better the skills of the people they are helping to become self-sufficient.

The MELT Core Curriculum Guide is a listing of competencies in various topic areas. It is to be used for curriculum development. There was recognition that because the curriculum in the

---

<sup>1</sup>Revised Office of Refugee Resettlement (ORR) Statement of Program Goals, Priorities, and Standards for the State-Administered Refugee Resettlement Program, March, 1984.

<sup>2</sup>Hereafter, all references in this package to "refugee" will also include Cuban and Haitian entrants. (See Glossary)

<sup>3</sup>The specific intent of this package is to provide assistance to refugee funded programs. Programs serving other limited English speaking adults may also find it useful.

overseas training program is competency-based, continued use of that model in the domestic ELT programs further helps students build on previous experience. No good curriculum is static and the seven MELT Demonstration Projects' have developed a product that would serve as a guide and be adaptable to local needs rather than issue curriculum standards for all programs. There was recognition that local needs and conditions vary from state to state and program to program. Certain key competencies were identified as those needed by refugees in most resettlement situations; others are suggested and can be taught as required based on needs.

The testing section of the MELT Resource Package should assist programs in developing and improving methods of assessing and evaluating student performance. It includes descriptions of the Basic English Skills Test (B.E.S.T.). The B.E.S.T. is a competency-based ESL test consisting of listening/speaking and reading/writing sections. It can be used as a placement, diagnostic, and progress evaluation instrument by English language training programs.

## PROCESS OF DEVELOPMENT

English Language Training for refugee adults has been a focus of attention in the U.S. since a major influx of refugees began in 1975. Although English as a Second Language (ESL) classes for immigrants and refugees had previously been offered, these classes were not usually designed to meet the needs of refugee students, many of whom were non-literate or had had limited formal education.

In order to meet the special needs of this population, a variety of program models was developed, including models for Survival/Coping Skills ESL, Prevocational ESL, Vocation-Specific ESL, Home Management ESL, ESL/Literacy, and ESL Basic Skills. Along with the models, curricula which was competency-based and functional were also developed by English language training experts.

While domestic ELT programs were being developed and refined, intensive pre-arrival training in English as a Second Language and Cultural Orientation was begun (1980) in the overseas refugee processing centers in Southeast Asia and the Sudan.

In 1983-1984, the Mainstream English Language Training (MELT) Project was conceived and funded by the Office of Refugee Resettlement. The overall goals of the project were to establish greater consistency among training programs in the U.S., providing enhanced continuity between the domestic and overseas training programs, and to provide guidance for testing, leveling, and curriculum development in English language training programs for refugees in the U.S. Documents related to student performance levels, competency-based ELT curriculum, and assessment and testing were developed and field tested. The outcomes of the MELT Project's development and field testing process provide the major basis for the English language training (ELT) program design guidelines articulated in the MELT package.

The MELT Project began in the fall of 1983 and continued to the end of December 1984. It consisted of four distinct, yet interrelated phases:

**Phase I:** In June 1983, the Center for Applied Linguistics (CAL), under contract with ORR, convened a group of experienced domestic and overseas refugee English language practitioners, administrators, and other refugee program specialists to draft the Student Performance Levels (SPL) and a core curriculum outline. The draft SPL contained descriptions of a student's language ability at a given level in terms of listening, speaking, reading, and writing. The draft core curriculum outline lists competencies in various topic areas (e.g. employment, health, shopping), and specific competency statements (e.g. the student will be able to state current job status) for different levels of instruction. The draft products were closely linked to the level designations and curriculum being used in the overseas refugee training programs.

**Phase II:** Under the same contract with ORR, CAL developed three forms of the Basic English Skills Test (B.E.S.T.). The B.E.S.T. is a competency-based ESL test consisting of listening/speaking and reading/writing sections. The three forms are: Form B (Core and Literacy Sections), Form C (Core and Literacy Sections) and Form D (Core and Literacy Sections).

The draft of the Student Performance Levels (SPL), the MELT Core Curriculum, and three forms of the B.E.S.T. became the working documents for the seven MELT Demonstration Projects who were involved in Phase III of the MELT Project.

**Phase III:** Phase III began in the fall of 1983 and continued to the end of December 1984. Seven English language training programs were competitively selected as MELT Demonstration Projects<sup>4</sup>. These projects represented a variety of refugee programs in terms of location, size, program design, type of administrative institution, and staffing patterns. Two of the MELT demonstration projects were multi-site, providing the added dimension of more rural, smaller, and less sophisticated programs. Nineteen program sites in all were involved in the seven MELT Demonstration Projects. Coordination, data collection, analysis, and training for the seven MELT Demonstration Projects were provided by the American Council for Nationalities Service, RMC Corporation, and the Center for Applied Linguistics.

The primary goals of the seven MELT Demonstration Projects were to test, refine, and validate the Student Performance Levels (SPL), the Core Curriculum outline, and the three forms of the B.E.S.T. As a part of the scope of the project for the SPL, estimates were made of the number of hours required to move from one level to another. Levels were equated to the ESL levels used in the overseas program, and each site compared the MELT levels to their program levels. For the Core Curriculum portion, the nineteen MELT sites also noted the grammar used in each topic area, the cultural information considered essential, and methods and materials used for teaching each competency. Each site also described how the Core Curriculum Outline was adapted to the curriculum in use at that site. The MELT sites field tested the three new forms of the B.E.S.T. The field test versions were used as pre- and post-tests for students who participated in the nineteen MELT sites. Part of the task was to relate a range of scores on the B.E.S.T. to each Student Performance Level. The task also involved relating scores to the levels used in the overseas programs. All of the seven demonstration projects had demonstrated experience in providing refugee ELT instruction and had in place a leveling system, a well-defined and articulated curriculum, and a testing process. Each of these components, however, differed from site to site, allowing for a variety in the extent and means of correlating, adapting, and refining the draft versions of the SPL and the Core Curriculum Outline.

The MELT student population of 1,375 included in the field-testing represented the refugee population at large. Information describing the MELT students was collected at the time the students were pre-tested. This information includes:

- gender
- ethnicity
- IESL Level<sup>5</sup>
- years of education
- age in years
- months in the U.S.

A summary of the above shows that about 83% of the MELT population was Indochinese, 58% had received less than six years of formal education, 60% were male, the average age was 33-34 years, and the average time in the U. S. was 17.2 months.<sup>6</sup>

**Phase IV:** The need for ongoing teacher training and curriculum development is considered essential. Training in the utilization of the MELT Resource Package will be made available in the

---

<sup>4</sup>See Appendixes I 1 & 2 for descriptions of MELT Demonstration Projects.

<sup>5</sup>Refugee Camp Instructional Level — See Appendix 1.3, Figure 3.

<sup>6</sup>See Appendix 1.3 for a more detailed description of the MELT students

summer of 1985 by the Office of Refugee Resettlement. Phase IV of the MELT Project will involve the provision of technical assistance and training to English language trainers, vocational English language trainers, and to State Refugee Coordinators. The objectives of the MELT technical assistance and training are:

1. to establish and implement a process for consultation, networking, and effecting linkages and coordination with State Refugee Coordinators, ELT, MELT, employment services providers, the mainstream Adult Education and the overseas CBE/ESL program.
2. to develop and implement a plan to disseminate information on project activities, deliverables and outcomes.
3. to design and implement a technical assistance and training program to be conducted during Fiscal Years 1985 and 1986.
4. to conduct evaluation of the technical assistance and training activities.
5. to develop a train the trainers package to augment the MELT products which can be used in local inservice training in subsequent years.
6. to develop a plan for disseminating the MELT Resource Package subsequent to the training.

The MELT Resource Package will be useful to the extent that those involved in English language programs adapt it to meet local needs and capabilities with an awareness of how each program is part of the continuum of the resettlement effort that begins in the overseas programs and continues stateside. The technical assistance and training will assist programs to understand and use the testing, leveling, and curriculum components more effectively. Training needs will vary depending on whether or not a program is already competency-based and has experience with the B.E.S.T. Examples of curriculum formats and lesson plans are included in the package to help programs meet individual program needs.

The Office of Refugee Resettlement views the technical assistance as the mechanism for providing the training needed by State and refugee language training service providers in focusing their efforts towards implementing the English Language Training (ELT) program service standards established by ORR.

## **MELT RESOURCE PACKAGE CONTENTS**

The Melt Resource Package contains the following sections:

- Student Performance Levels
- Core Curriculum
- Testing
- Appendix

## **STUDENT PERFORMANCE LEVELS (SPL)**

Standard descriptions of students' language abilities have not been available and/or appropriate for refugee ESL programs. The SPL section provides such descriptions and addresses general issues relating to language performance levels.

The SPL Performance Levels Abbreviated Version is included in the appendix for use by non-ELT staff.

The SPL document is the major focus of this section. The SPL document describes ten levels of language ability in terms of listening, speaking, reading, and writing skills; the ability to communicate with a native speaker; and readiness for employment.



A general language ability description is provided along with separate descriptions of specific skill abilities — listening comprehension, oral communication, reading, and writing. Thus, a profile of skill levels for a student can be assigned and reported using the SPL (For example, a student may be Level II in Listening Comprehension and Level I in Reading). A range of B.E.S.T. scores is provided for each level as a possible student placement guide.

The SPL Section is an integral part of the MELT Resource Package. The SPL document is correlated to Core Curriculum Instructional Levels and the B.E.S.T. score ranges. Use of the SPL Section is not, however, dependent on the total MELT Resource Package. Anyone needing to describe or better understand a student's language proficiency may find the included materials useful.

## THE MELT CORE CURRICULUM

The Core Curriculum Section provides assistance in developing a competency-based ELT curriculum. It includes: The Core Curriculum document, a description and rationale for competency-based ELT, a process for developing competency-based ELT curricula, and guidelines for using the Core Curriculum Section.

An appendix to the Core Curriculum Section contains the following: an Index of Grammatical Structures; guidelines for addressing literacy enabling skills and pronunciation; and samples of needs assessment instruments, ELT program curricula, and lesson plans.

The major focus of the Core Curriculum Section is the competency-based Core Curriculum document. Competencies are defined as demonstrated abilities to perform life skills tasks which involve language. The Core Curriculum document lists competencies in topical and cross-topical areas for seven levels of instruction. The Core Curriculum document contains the minimal life skills competencies needed to attain self-sufficiency.

Example of a Competency Objective:

- Level 1: Shopping-2: Ask the price of food, clothing, and other items in a store. ("How much is this coat?").<sup>a</sup>

The Core Curriculum Section, like the SPL Section, is an integral part of the MELT Resource Package, yet it may be used independently. It is intended to provide guidelines and assistance in competency-based ELT curriculum development and should be adapted to address local programs' needs and goals.

## TESTING

Assessment and evaluation are important in any English language training program. Discussion of issues related to testing in a competency-based ELT program are addressed in the Testing Section.

The Testing Section includes: information on types and purposes of testing, a guide to the selection and/or development of testing instruments, a general description of the Basic English Skills Test (B.E.S.T.), and guidelines for using the testing section.

The B.E.S.T., as previously stated, is a competency-based ESL test intended for use with limited English speaking adults. It assesses basic functional language skills (listening comprehension, speaking, reading, and writing) and provides information for making decisions regarding student placement and progress.

The test itself is not included in the MELT Resource Package due to security concerns. However, excerpts from the B.E.S.T. administration manual and selected sample pages of the B.E.S.T. are provided.

---

<sup>a</sup>The parentheses indicate a language example for a competency objective. The quotation marks indicate that the student would be expected to produce the language. (See Core Curriculum document).

The Testing Section can be used as a general reference for planning and implementing a comprehensive system of assessment within adult refugee ELT programs. It has been specifically developed for use in conjunction with the other sections of the MELT Resource Package, but it can also be used independently of the total MELT Resource Package.

## **APPENDIX**

The Appendix to the MELT Resource Package includes the following:

- Appendixes to each MELT Section
  - Introduction
  - Student Performance Levels
  - MELT Core Curriculum
  - Testing
- Bibliography
- A Glossary of Terms used in the MELT Resource Package

## **USE OF THE MELT RESOURCE PACKAGE**

The MELT Resource Package is designed to be utilized as a whole or in part by a wide range of programs and service providers. (See Chart A).

The MELT Resource Package provides assistance in ELT program planning in the areas of student assessment, curricula and materials development, and evaluation. It offers anyone involved in promoting refugee self-sufficiency a common language for describing students' language skills and needs. Finally, it offers ELT funding sources a resource for making funding decisions and monitoring program services.

The MELT Resource Package is meant to be flexible and intended to be adaptable to fit local program needs, goals, and constraints.

**CHART A**  
**USING THE MELT RESOURCE PACKAGE**

USER	MELT SECTIONS	PURPOSE
Refugee ELT/VELT Programs Non-Refugee ELT Programs	Student Performance Levels MELT Core Curriculum Testing	Program Planning Assessment/Evaluation Curriculum Development Materials Development Coordination/Linkage
Employment Service Providers (Job Developers, Counselors, etc.) Support Service Providers (Welfare Workers, Case Managers, etc.)	Student Performance Levels Testing	Program Planning Assessment Counseling Job/Vocational Training Placement, and Referral Coordination/Linkage
Employers	Student Performance Levels	Job Placement Job Promotion Referral Coordination/Linkage
State Refugee Coordinators Funders	Student Performance Levels MELT Core Curriculum Testing	Decision-making for awarding grants/contracts for ELT Programs Program Monitoring Writing Requests for Proposals

# **Section Two: STUDENT PERFORMANCE LEVELS**

## **PURPOSE**

The Student Performance Levels (SPL) are general descriptions of adult refugee students' language ability at a range of levels. They provide a common standard for refugee ESL level description for use by programs nationwide. They fill a long felt need for a vehicle to facilitate understanding of abilities within a single ESL program and between ESL programs. They provide a basis for meaningful communication with providers of other services to refugees (resettlement, job placement, etc.) and with funding sources. In addition, they provide a basis for identifying the relationship between overseas levels and domestic refugee ELT program levels.

The Student Performance Levels Section provides information on the SPL document and addresses general issues relating to student performance levels. The section includes: the SPL document<sup>1</sup>, a pronunciation rating scale, a range of contact hours and conditions affecting level gain, and guidelines for using the SPL Section.

## **PROCESS OF DEVELOPMENT**

The Student Performance Levels document was developed in Phase I of the MELT Project when the Center for Applied Linguistics convened a group of experts in the field of teaching ESL to refugee adults. The group considered issues related to standardization of student proficiency level descriptions and contact hours and conditions generally required to move from one level to the next.

The major outcome of this meeting was the development of the first draft of the SPL document. This draft document was field-tested by the seven MELT Demonstration Projects in Phase III. Each demonstration project assigned MELT students a performance level in two areas of language proficiency — Listening/Oral Communication (L/O), and Reading/Writing (R/W). Individual Student Performance Levels assignments were made by relating existing local program instructional levels to the SPL descriptions and then assigning a Student Performance Level to students in the same instructional level. Comments from the seven MELT Demonstration Projects related to the level descriptions and other aspects of the SPL were incorporated to produce the final SPL document.

The Basic English Skills Test (B.E.S.T.), a proficiency test, was also field-tested by the MELT Demonstration Projects. Using the field-test data, ranges of B.E.S.T. scores were correlated to the first seven student performance levels. The B.E.S.T. score ranges, which can be used for placement and other planning purposes, were calculated based on students' performance in the Listening Comprehension, Communication, and Fluency scales of the B.E.S.T.'s Core Section.<sup>1</sup>

## **STUDENT PERFORMANCE LEVELS SECTION CONTENTS**

The Student Performance Levels Section contains the following subsections.

- The SPL Document
  - A Global Pronunciation Rating Scale
  - The SPL — Abbreviated Version (Appendix II.1)
- Contact Hours and Conditions Affecting Level Gain
- Guidelines for Using the SPL Section
  - Determining the Relationship between Local Program Levels and the Student Performance Levels

---

<sup>1</sup>See B.E.S.T. Manual, Appendix IV 6, p. 3.



## THE STUDENT PERFORMANCE LEVELS DOCUMENT

The SPL document is a set of descriptions stating what students should be able to accomplish with their language skills at ten different levels. Each level is described in terms of a student's listening, speaking, reading, and writing skills; ability to communicate with a native speaker; and readiness for employment. The descriptions do not rely on technical language and are hence comprehensible by non-ESL professionals.

The levels' descriptions are more detailed in Levels I-VII than in VIII-X because lower levels are more frequently found in refugee programs. Although information relating to Levels VIII-X may not be as immediately relevant to service providers, it is important to emphasize the fact that refugees who have reached an SPL of VII have not reached their full potential as language learners. Furthermore, as refugees and immigrants move out of ELT/MELT programs, it is desirable that there is a description of levels that relate to higher levels of employment and more advanced training.

For all levels of performance, the descriptions are organized as follows: a statement of general language ability; and descriptions of student proficiency in each of the four skill areas — listening comprehension, oral communication, reading, and writing.

The **General Language Ability** Section contains three parts:

1. A brief summary of a student's functional proficiency in English.
2. A general statement describing the type of employment-related tasks and situations a student might be able to handle.
3. A statement describing the extent to which a native English speaker might be able to communicate with a person at each level.<sup>3</sup>

**Listening Comprehension** describes a student's ability to understand spoken English with reference to rate of speech, need for repetition, and extent and complexity of material.

**Oral Communication** describes a student's ability to speak English with reference to vocabulary, grammatical structure, fluency, extent and complexity of material, and spontaneity of expression.

**Reading** describes a student's ability to recognize and read material ranging from numbers and letters to whole words, phrases, sentences, and paragraphs.

**Writing** describes a student's ability to copy and write material ranging from numbers and letters to whole words, phrases, sentences, and paragraphs.

## Global Pronunciation Rating Scale

A separate rating scale for pronunciation follows the SPL document. The rating scale includes three global ratings describing a student's general pronunciation level. The ratings are:

- 3 — readily understandable
- 2 — generally understandable, but occasionally incomprehensible
- 1 — frequently incomprehensible

---

<sup>2</sup>IESL level refers to the refugee camp instructional level.

<sup>3</sup>Levels I-V refer to "native English speakers used to dealing with limited-English speakers." Such native speakers would be job developers, resettlement workers, and others who have frequent contact with refugees. ESL teachers, because of their special training and experience communicating with refugees, may find that they have considerably less difficulty than is indicated in the descriptions.

## The Student Performance Levels — Abbreviated Version

An abbreviated version of the SPL document is included in the appendix to the MELT Package (Appendix II.1). The SPL — Abbreviated Version provides a summary description of refugees' general language abilities at ten levels. It is intended primarily for use by non-ELT staff assisting refugees in achieving self-sufficiency.

## CONTACT HOURS AND CONDITIONS AFFECTING LEVEL GAIN

The number of contact hours<sup>4</sup> required to make language proficiency gains is of prime concern to anyone promoting refugee self-sufficiency. Of equal concern and bearing is the difficulty in providing such data. Language learning proficiency gains depend on program-related and student-related conditions. The MELT Demonstration Project's field-testing of the SPL and Core Curriculum documents and B.E.S.T. was unable to take into account all of these conditions, making the hard data on contact hours required for level movement inconclusive. Therefore, the information provided in this part of the MELT Package is based on the shared experience of the 19 MELT program sites who comprised the seven MELT Demonstration Projects. It represents an average range and is intended to be used as a guideline for ELT programs that choose to adopt/or adapt the MELT products for program use.

Table 1 — Range of Contact Hours

Gain as Related to Listening Comprehension and Oral Communication	Number of Contact Hours
I to II	105 to 235
II to III	125 to 210
III to IV	120 to 210
IV to V	120 to 225
V to VI	120 to 225
VI to VII	120 to 225

As previously stated, language learning proficiency gains depend on local program-related and individual student-related conditions. The contact hour ranges are based on the assumption that certain "conditions" related to the teaching/learning situation are operative. Interpretation of the contact hour ranges must therefore include a review of the local program-related and individual student-related conditions. The range of contact hours may require adjustment to accommodate for differences in conditions.

### Program-Related Conditions

#### 1. Intensity of Instruction

Programs should offer between 10-25 hours per week with at least three class sessions per week.

#### 2. Class Size

A maximum of 15 students per class for Levels I and II is recommended, while a maximum of 25 students per class is suggested for higher levels.

#### 3. Class Composition (Students)

Classes should be homogeneous. Multi-level classes may require more contact hours to compensate for the ranges of levels.

#### 4. Entry/Exit Procedures and Policies

In programs with definite starting and ending dates, the range of contact hours will be more accurate. Where open entry/open exit policies exist, it may be necessary to extend the range of contact hours or establish procedures which accommodate mid-term admissions to class.

<sup>4</sup>Contact hours refers to ESL instructional hours.

**5. Teachers**

Teachers should be adequately trained and/or supervised during the implementation of competency-based ELT curricula.

**6. Appropriate Curricula and Course Materials**

Because there is a one-to-one relationship between the MELT Core Curriculum document and the SPL, it is assumed that in order to move students from one student performance level to the next within the recommended range of contact hours, the major elements of the MELT Core Curriculum document will be incorporated into local curricula. Materials should be chosen to facilitate this incorporation. In cases where this adaptation does not occur, it may be necessary to extend the range of contact hours.

**7. Testing and Assessment**

Establishment of pre-determined testing and assessment procedures is necessary.

**8. Adequate Classroom Facilities and Conditions**

**9. Adequate Staffing and Funding Levels**

**10. Auxiliary Services**

Auxiliary services, such as child care and transportation should be provided by the ELT program or linkages with other agencies should be established to provide such services.

**11. Community Support for the Program**

## **Student-Related Conditions**

**1. Age**

Evidence suggests that contact hour requirements increase in direct proportion to increased age.

**2. Education**

Students with less education will typically require more contact hours than the stated range.

**3. Native Language<sup>5</sup>**

Students whose native language uses a non-Roman alphabet or whose language is significantly different from English may require more contact hours.

**4. Native Language Literacy<sup>5</sup>**

Students who do not read or write their native language may require more contact hours.

**5. High Student Motivation**

Numerous studies have demonstrated that poorly motivated students will not progress as quickly as will highly motivated students.

**6. Health**

Students with problems related to their physical and mental well-being will typically require more contact hours.

**7. Regular Attendance of Students**

Students who are unable to attend classes on a relatively regular basis will typically require more contact hours.

**8. Use of English Outside Of Class**

Students who are isolated from English speakers may require more contact hours.

---

<sup>5</sup>See *Teaching Literacy Enabling Skills* in Appendix III.2

<sup>6</sup>Ibid

## GUIDELINES FOR USING THE SPL SECTION

The SPL section contains material which is intended to have the broadest use within the MELT Package. The SPL document can be used in its complete or abbreviated form as a descriptive tool or resource for ELT/MELT programs, employment services, support services, employers, and funders. It serves as a common frame of reference from which to discuss a student's language performance in relation to self-sufficiency. Like the other sections of the MELT Package, the SPL section is an integral part of the total MELT package; it can be used either in conjunction with, or separate from, the other sections.

The SPL document can be used as a basis for relating individual students' language abilities to local program levels or as a tool which provides a description of individual students' language ability. In larger programs it may be important to determine the relationship between the SPL and local program levels and assign Student Performance Levels accordingly. In smaller programs it may be possible to assign individual Student Performance Levels. Procedures for using the SPL document in both ways are described on the next page.

### Determining the Relationship Between Local Program Levels and the Students Performance Levels

In order to determine the relationship between the SPL document and local program levels, the following procedures are recommended:

1. Review local program level descriptions, local curriculum objectives, and local test score ranges
2. Compare the above with the Student Performance Levels in order to establish a preliminary correlation
3. Administer the B.E.S.T. (program-wide if possible) to confirm the preliminary determination of the relationship between the SPL and local program levels.<sup>7</sup>

The Student Performance Levels may correlate one-to-one with local program levels (see Table 2). More likely, local program levels will not relate in a one-to-one correspondence to the SPL. In such cases, the local program level may include more than one Student Performance Level (see Table 3), or one Student Performance Level may span two local program levels (see Table 4).

**Table 2 — Example of Direct Correspondence  
Between SPL and Local Program Levels**

SPL		Local Program Level
L/O	R/W <sup>a</sup>	
I	I	1A
II	II	1B
III	III	2B
IV	IV	2B

**Table 3 — Example of Correspondence  
of Multiple SPL to One Program Level**

SPL		Local Program Level
L/O	R/W	
I	I	1
II	II	
III	III	2
IV	IV	

<sup>7</sup>For more information on the B.E.S.T., see Testing Section, pp. 33-34.

<sup>a</sup>SPL skills descriptions have been grouped into two areas: Listening/Oral Communication (L/O) and Reading/Writing (R/W).

**Table 4 — Example of One SPL Correspondence to Multiple Program Levels**

SPL		Local Program Level
L/O	R/W <sup>8</sup>	
I	I	1
		2
II	II	3
		4

In small programs with multi-level classes, it is strongly recommended that Student Performance Levels be assigned to individual students as a means of tracking individual student progress.

## Assigning Individual Student Performance Levels

Individual student performance levels may be assigned by one of two methods:

- A. • Determining the relationship between local program levels and the SPL as described above.
  - Assigning individual SPL according to this relationship.
- B. • Reviewing individual Student Performance Levels descriptions.
  - Assigning individual SPL using teacher judgment.
  - Verifying the level assignment with a B.E.S.T. score range.

Individual SPL ratings were designed to be reported in three parts.

Listening/Oral Communication  
 Reading/Writing  
 Pronunciation (Circle One)

The separate ratings for Listening/Oral Comprehension and Reading/Writing skills provide a mechanism for showing the discrepancies between Listening/Oral Comprehension and Reading/Writing often found in refugee students (e.g., a student may be Level III in L/O skills and Level I in R/W skills).

Pronunciation is not predictable at the same level as other aspects of oral proficiency and has also been included as a separate global rating.

Individual Student Performance Levels may provide a basis for grouping students in different ways for part of their instructional time. A student could be placed in one or more special skill classes (e.g., literacy) on the basis of the individual SPL rating of a particular skill (e.g., reading/writing). In smaller programs, where scheduling flexibility may not exist, recognition that some students have different Student Performance Levels in different language skill areas could lead to small groups within a larger class.

How students of different Student Performance Levels are grouped together in a multi-level class will depend on program size, number of staff, range of students' performance levels, etc. Program planners will most likely group students of adjacent Student Performance Levels together. Some Student Performance Levels will group better than others. SPL V, for example, seems to represent a real advance in a student's ability to manipulate larger units of language with some creativity and independence. The pace of learning seems to accelerate at this level. Therefore, programs may choose to group students from this level with students at a higher, rather than a lower level.

In open entry/open exit programs, which characterize most public institution adult classes, students move from program level to program level as they are ready. Students' readiness to move at times other than the end of an instructional cycle is often determined by teacher judgment rather than by objective test instruments. Assigning individual Student Performance Levels can assist programs in making that determination and provide more objective information on student progress.

## RELATIONSHIP OF THE SPL TO OTHER MELT DOCUMENTS

As previously stated, the Student Performance Levels are an integral part of the MELT Package. The SPL document is linked to both the Core Curriculum document and the Basic English Skills Test.

### Core Curriculum Document

There is a one-to-one correspondence between the SPL and the Core Curriculum Instructional Levels.

The Core Curriculum document focuses on the minimal life skills competencies involving language. It consists of seven instructional levels (1-7) for SPL 0-VII.

The SPL descriptions provide a summary of a student's general language ability upon entry to the corresponding Core Curriculum Instructional Level. For example, a student at SPL I would be placed in Instructional Level 1, a student at SPL II would be placed in Instructional Level 2, and so on. The only SPL for which there is no numerically corresponding Instructional Level is SPL 0 — No Ability. Students at SPL 0 would be placed in Instructional Level 1.

The SPL can also provide a summary of a student's general language ability upon exit from any Core Curriculum Instructional Level, if the program is so designed and if student and program related conditions are controlled. (See Table 5)

**Table 5 — The Student Performance Levels and Core Curriculum**

Instructional Levels

Entry Level SPL	Core Curriculum Instructional Level	Exit Level SPL
0	1	I,II
I	1	II
II	2	III
III	3	IV
IV	4	V
V	5	VI
VI	6	VII
VII	7	VIII

### Basic English Skills Test (B.E.S.T.)

The Student Skills Performance Levels (0-VII) are correlated to B.E.S.T. scores. They provide a narrative interpretation for B.E.S.T. scores.



**Table 6 — Correlation of the Student Performance Levels (0-VII)  
and B.E.S.T. Scores<sup>a</sup>**

SPL	B.E.S.T. Scores
0	0- 8
I	9-15
II	16-28
III	29-41
IV	42-50
V	51-57
VI	58--64
VII	65-

## **Relationship of the SPL to Employability and Training**

Program planners will find the SPL useful in determining when students in the ELT program are ready to mainstream into employment or vocational training. Such decisions must be locally determined, based on the types of jobs and training available.

The SPL provides the common language needed by refugee services to discuss students' language performance in relation to their projected ability to perform satisfactorily on the job or in vocational training. The general language ability section of the SPL provides narrative descriptions, including job readiness indicators, that do not rely on technical language, and are hence comprehensible by non-ESL professionals. The SPL Abbreviated Version provides an overview of the ten language ability levels.

To determine students' readiness for employment or vocational training, program planners need to equate the SPL to job or entrance requirements for the particular type of employment or training. Thus, criteria could be established for determining at which Student Performance Level employment or vocational training is appropriate.

## **Relationship Between the SPL and IESL Levels**

In targeting instruction for Southeast Asian and Sudanese refugees, program planners need information on how the refugee camp instructional levels (A-E) relate to local instructional levels. Correlations between the IESL levels and the SPL have been determined as part of the MELT Project. However, the following information should be taken into consideration in the interpretation of these correlations:

- IESL level information was available for only 33% of the students in the seven MELT Demonstration Projects.
- Forty-one per cent of these students were not new arrivals into the U.S. at the beginning of the MELT Demonstration Project; their English proficiency at the time of MELT testing may therefore have gone beyond the IESL level designation.
- IESL Levels provide a general rather than a precise indication of a student's proficiency in English since students from the camps may not have been tested at the end of the IESL/CO training at the time of the seven MELT Demonstration Projects.

In view of these considerations, it is strongly recommended that individual refugees be tested in the U.S. to provide a reliable updated measure of proficiency. However, from the standpoint of general planning for refugee services, recognition of the relationship between IESL levels and the SPL can be valuable.

<sup>a</sup>Based on B.E.S.T. Core Section data. See B.E.S.T. manual in Appendix IV.6, p. 8. For correlation of the SPL and B.E.S.T. Literacy Section, see B.E.S.T. Manual in Appendix IV.6, p. 12.

**Table 7 — Relationship between IESL Level and the SPL**

IESL LEVEL	SPL
A	I/II
B	III
C	IV
D	IV/V
E	V



# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>O</b> No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	0-8
<b>I</b> <ul style="list-style-type: none"> <li>• Functions minimally, if at all, in English.</li> <li>• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.</li> <li>• A native English speaker <b>used to</b> dealing with limited English speakers can <b>rarely</b> communicate with a person at this level <b>except through</b> gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands only a few isolated words, and extremely simple learned phrases. (What's your name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary limited to a few isolated words.</li> <li>• No control of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes most letters of the alphabet, and single-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies letters of the alphabet, numbers, own name and address; needs assistance.</li> </ul>	9-15

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>II</b> <ul style="list-style-type: none"> <li>• Functions in a <b>very limited way</b> in situations related to <b>immediate needs</b>.</li> <li>• Can handle only <b>routine entry-level</b> jobs that do not require oral communication, and in which all tasks can be <b>easily demonstrated</b>.</li> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>great difficulty</b> communicating with a person at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a <b>limited number of very simple learned</b> phrases, spoken slowly with <b>frequent repetitions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a <b>limited number of immediate</b> survival needs using <b>very simple learned</b> phrases.</li> <li>• Asks and responds to very simple learned questions.</li> <li>• <b>Some control of very basic</b> grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes letters of the alphabet, numbers <b>1-100</b>, and a few <b>very common sight words</b> (e.g. name, address, stop).</li> </ul>	<ul style="list-style-type: none"> <li>• Writes <b>letters</b> of the alphabet, numbers <b>1-100</b>, <b>very basic personal info.</b> on simplified forms; needs assistance.</li> </ul>	16-28

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>III</b> <ul style="list-style-type: none"> <li>• Functions with <b>some difficulty</b> in situations related to <b>immediate needs</b>.</li> <li>• Can handle <b>routine entry-level</b> jobs that involve only the <b>most basic</b> oral communication, and in which all tasks can be <b>demonstrated</b>.</li> <li>• A native English speaker <b>used</b> to dealing with limited English speakers will have <b>great difficulty</b> communicating with a person at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands <b>simple learned</b> phrases, spoken <b>slowly</b> with <b>frequent repetitions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses <b>immediate survival</b> needs using <b>simple learned</b> phrases.</li> <li>• Asks and responds to simple learned questions.</li> <li>• <b>Some control</b> of very <b>basic</b> grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands a <b>limited number</b> of <b>common sight words</b>, and short, <b>simple learned phrases</b> related to <b>immediate needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a limited number of <b>very common words</b>, and <b>basic personal info.</b> on simplified forms; needs assistance.</li> </ul>	29-41

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>IV</b> <ul style="list-style-type: none"> <li>• Can satisfy <b>basic survival</b> needs and a few <b>very routine social</b> demands.</li> <li>• Can handle <b>entry-level</b> jobs that involve <b>some simple oral</b> communication, but in which tasks can also be <b>demonstrated</b>.</li> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>difficulty</b> communicating with a person at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands <b>simple learned</b> phrases easily, and <b>some simple new</b> phrases containing familiar vocabulary, spoken <b>slowly</b> with <b>frequent repetitions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses <b>basic survival</b> needs, including asking and responding to related questions, using both <b>learned</b> and a <b>limited number of new phrases</b>.</li> <li>• Participates in basic conversations in a <b>few very routine social</b> situations (e.g. greeting, inviting).</li> <li>• Speaks with <b>hesitation</b> and frequent pauses.</li> <li>• <b>Some control</b> of basic grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands <b>simple learned sentences</b> and <b>some new sentences</b> related to <b>immediate needs</b>; frequent misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Writes <b>common words</b> and <b>simple phrases</b> related to <b>immediate needs</b>; makes frequent errors and needs assistance.</li> </ul>	42-50

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>V</b> <ul style="list-style-type: none"> <li>• Can satisfy <b>basic</b> survival needs and some <b>limited</b> social demands.</li> <li>• Can handle <b>jobs</b> and <b>job</b> training that involve following <b>simple</b> oral and <b>very</b> <b>basic</b> written instructions but in which most tasks can also be demonstrated.</li> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>some difficulty</b> communicating with a person at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands <b>learned</b> phrases easily and <b>short</b> <b>new</b> phrases containing familiar vocabulary spoken <b>slowly</b> with <b>repetition</b>.</li> <li>• Has <b>limited</b> ability to understand on the <b>telephone</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Functions <b>independently</b> in most <b>face-to-face</b> <b>basic</b> survival situations but needs <b>some</b> <b>help</b>.</li> <li>• Asks and responds to direct questions on familiar and some unfamiliar subjects.</li> <li>• Still relies on <b>learned</b> phrases but also uses <b>new</b> phrases (i.e. speaks with <b>some</b> <b>creativity</b>) but with <b>hesitation</b> and pauses.</li> <li>• Communicates on the <b>phone</b> to express a <b>limited</b> number of <b>survival</b> needs, but with <b>some</b> <b>difficulty</b>.</li> <li>• Participates in basic conversations in a <b>limited</b> number of <b>social</b> situations.</li> <li>• Can occasionally clarify general meaning by simple re-wording.</li> <li>• <b>Increasing</b>, but <b>inconsistent</b>, control of <b>basic</b> grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands some <b>short</b> <b>simplified</b> materials related to <b>basic</b> needs with some misinterpretations.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes <b>phrases</b> and <b>some</b> <b>short</b>, <b>simple</b> <b>sentences</b>; completes simplified forms.</li> <li>• Makes some errors; needs assistance.</li> </ul>	51-57

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>VI</b> <ul style="list-style-type: none"> <li>• Can satisfy most survival needs and limited social demands.</li> <li>• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.</li> <li>• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech.</li> <li>• Has some ability to understand without face-to-face contact (e.g. on the telephone, TV)</li> </ul>	<ul style="list-style-type: none"> <li>• Functions independently in most survival situations, but needs some help.</li> <li>• Relies less on learned phrases; speaks with creativity, but with hesitation.</li> <li>• Communicates on the phone on familiar subjects, but with some difficulty.</li> <li>• Participates with some confidence in social situations when addressed directly.</li> <li>• Can sometimes clarify general meaning by rewording.</li> <li>• Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands simplified materials on familiar subjects.</li> <li>• May attempt to read some non-simplified materials (e.g. a notice from gas company), but needs a great deal of assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs basic writing tasks in a familiar context including short personal notes and letters (e.g. to a teacher or landlord).</li> <li>• Makes some errors; may need assistance.</li> </ul>	58-64

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>VII</b> <ul style="list-style-type: none"> <li>• Can satisfy <b>survival</b> needs and <b>routine work</b> and <b>social</b> demands.</li> <li>• Can handle work that involves following <b>oral</b> and <b>simple written</b> instructions in <b>familiar</b> and <b>some unfamiliar</b> situations.</li> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers can <b>generally communicate</b> with a person at this level on <b>familiar topics</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands <b>conversations</b> on most <b>everyday</b> subjects at <b>normal speed</b> when addressed <b>directly</b>; may need <b>repetition</b>, <b>rewording</b>, or <b>slower speech</b>.</li> <li>• Understands <b>routine work-related</b> conversations.</li> <li>• Increasing ability to understand <b>without face-to-face</b> contact (telephone, TV, radio).</li> <li>• Has <b>difficulty</b> following conversation between <b>native speakers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Functions <b>independently</b> in <b>survival</b> and many <b>social</b> and <b>work</b> situations, but may need <b>help occasionally</b>.</li> <li>• <b>Communicates</b> on the phone on <b>familiar</b> subjects.</li> <li>• <b>Expands</b> on <b>basic ideas</b> in conversation, but still speaks with <b>hesitation</b> while searching for appropriate vocabulary and grammar.</li> <li>• Clarifies <b>general</b> meaning easily, and can <b>sometimes</b> convey <b>exact</b> meaning.</li> <li>• <b>Controls</b> <b>basic</b> grammar, but not more <b>difficult</b> grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and <b>partially understands</b> some <b>non-simplified</b> materials on <b>everyday</b> subjects; needs assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs <b>routine</b> writing tasks within a <b>familiar</b> context.</li> <li>• Makes some errors; may need assistance.</li> </ul>	65+

# STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
<b>VIII</b> <ul style="list-style-type: none"> <li>• Can participate effectively in <b>social</b> and <b>familiar work</b> situations.</li> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers can <b>communicate</b> with a person at this level on almost all topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands <b>general</b> conversation and conversation on <b>technical</b> subjects in <b>own field</b>.</li> <li>• Understands <b>without face-to-face</b> contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech.</li> <li>• Understands most conversation between <b>native speakers</b>; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates effectively in <b>practical</b> and <b>social</b> conversation and in <b>technical</b> discussions in <b>own field</b>.</li> <li>• Speaks fluently in both <b>familiar</b> and <b>unfamiliar</b> situations; can handle problem situations.</li> <li>• Conveys and explains <b>exact meaning</b> of complex ideas.</li> <li>• Good control of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands <b>most non-simplified</b> materials including materials in own field.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs writing tasks with reasonable accuracy to meet <b>social</b> and <b>basic work</b> needs.</li> </ul>	
<b>IX</b> <ul style="list-style-type: none"> <li>• Can participate fluently and accurately in <b>practical, social, and work</b> situations.</li> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers can <b>communicate easily</b> with a person at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands <b>almost all</b> speech in <b>any context</b>. Occasionally confused by highly colloquial or regional speech.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Approximates a native speaker's</b> fluency and ability to convey own ideas precisely, even in unfamiliar situations.</li> <li>• Speaks <b>without effort</b>.</li> <li>• <b>Excellent control</b> of grammar with no apparent patterns of weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads <b>non-simplified</b> materials.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Approximates a native speaker's</b> ability to write accurately.</li> </ul>	
<b>X</b> <ul style="list-style-type: none"> <li>• Ability <b>equal</b> to that of a native speaker of the <b>same socio-economic</b> level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Equal</b> to that of a <b>native speaker</b> of the same socio-economic level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Equal</b> to that of a <b>native speaker</b> of the same socio-economic level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Equal</b> to that of a <b>native speaker</b> of the same socio-economic level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Equal</b> to that of a <b>native speaker</b> of the same socio-economic level.</li> </ul>	



# **PRONUNCIATION: GLOBAL RATING**

<b>Speech is almost always unintelligible.</b>	<b>0</b>
<b>Speech is frequently not comprehensible.</b>	<b>1</b>
<b>Speech is generally understandable, but occasionally difficult or impossible to comprehend as a result of pronunciation problems.</b>	<b>2</b>
<b>Speech is readily understandable (from a pronunciation standpoint).</b>	<b>3</b>

# Section Three: CORE CURRICULUM

## PURPOSE

The Core Curriculum Section addresses issues related to the development and implementation of English Language Training (ELT) curricula. It includes: the Core Curriculum document, a description and rationale for competency-based ELT, a process for developing competency-based ELT curricula, and guidelines for using the Core Curriculum Section. The Core Curriculum Section is intended to:

- introduce the Core Curriculum document;
- provide assistance to ELT programs in developing a competency-based ELT curricula.

## PROCESS OF DEVELOPMENT

The Core Curriculum document was developed in Phase I of the MELT Project when a group of refugee ELT teachers and program administrators met to consider issues related to competency-based ELT curricula. Existing ESL curricula, including the Southeast Asian (SEA) Intensive English as a Second Language and Cultural Orientation (IESL/CO) curriculum, were examined and used as resources in developing the Core Curriculum draft, a curricular guide which lists competency objectives in topic areas for seven instructional levels.

In Phase III of the MELT Project, the Core Curriculum draft was field-tested by seven MELT demonstration projects sites. Each demonstration project incorporated the Core Curriculum competencies into its local curriculum, and field-tested the adapted local curriculum with students. Feedback on the competencies, topics, and instructional levels was collected from MELT students, teachers, and administrators throughout the field-testing and shared by the MELT demonstration sites. The final outcomes of the adaptation process and field-testing are the Core Curriculum document and the guidelines for developing a competency-based ELT curriculum.

In addition to the field-testing, the MELT demonstration projects sites developed and refined an Index of Grammatical Structures and contributed guidelines for addressing literacy and pronunciation. The demonstration sites also provided samples of needs assessments, curricula, and lesson plans.

## CORE CURRICULUM SECTION CONTENTS

The Core Curriculum Section includes information in the following areas:

- Competency Based Education and English Language Training
- The Core Curriculum document
  - Topics/Cross Topics
  - Competencies Listed by Level
  - Competencies Listed by Topics/Cross Topics
- Curriculum Development in a Competency-Based ELT Program
  - Using the Core Curriculum document in adapting local ELT curricula
  - Linking Competencies, Functions, and Grammar
  - Designing Performance Objectives
- Guidelines for Using the Core Curriculum Section
- Relationship of the Core Curriculum document to other MELT documents
- Curriculum Resources<sup>1</sup>
  - Index of Grammatical Structures

---

<sup>1</sup>See Appendix III

Literacy Enabling Skills  
Pronunciation  
Needs Assessment Instruments  
Sample ELT Curriculum  
Sample ELT Lesson Plans

## COMPETENCY-BASED EDUCATION AND ENGLISH LANGUAGE TRAINING

Competency-based education, (CBE) as used in the MELT Project and defined by the U.S. Office of Education, is a performance-based process leading to a demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society. Instructional content focuses on the application of basic skills to life skill/role competencies as determined by an assessment of the learner's needs, goals, and abilities.

In adapting the CBE process to adult ESL instruction, language concepts and skills leading to understanding and fluency in English are not considered to be ends in themselves but become integrated steps leading to the effective use of language in the performance of a specific life skill competency. Each structure introduced and practiced has immediate application to the student's real world. What the student can do in English assumes more importance than what the student knows about English. Thus, a competency-based approach to refugee English Language Training is consistent with the Office of Refugee Resettlement's English Language Training goals of increasing adult refugees' basic survival and employability skills, and provides participants with a coherent set of goals based on refugees' previous training and current needs.

In addition, the MELT Demonstration Projects and the Office of Refugee Resettlement ascertained that a competency-based ELT program would provide:

- a framework for refugee ESL instruction consistent with:
  - accepted curriculum development practices,
  - current linguistic theory on the teaching of language for communicative competence,
  - adult learning theory which states that learning is more rapid when instruction is relevant and immediately applicable to the learner's daily life;
- a built-in means of evaluation;
- a basis for program accountability.

Characteristics which distinguish a competency-based ELT program are:

- Instructional content is based on objectives or competency statements derived from an assessment of students' real-life needs, goals, and abilities.
- The teaching of language skills is applied to the performance of relevant life skill tasks.
- On-going assessment directly related to the curriculum is provided.
- Student progress is monitored and appropriate feedback is provided on a regular basis.
- Achievement is based on demonstrated performance in a life role situation.
- The use of a variety of instructional methodologies is promoted.
- Instruction is learner-centered and interactive.

## THE CORE CURRICULUM DOCUMENT

The Core Curriculum document<sup>2</sup> consists of seven levels of employment and life skill competencies

---

<sup>2</sup>The Core Curriculum document is not a comprehensive ELT curriculum. It is a tool which can assist ELT programs in developing competency-based ELT curricula.

at seven instructional levels. Competencies are divided into topics and cross-topics and listed twice: by level and by topic/cross-topic. The primary criterion for selecting the competencies to be included was the extent to which they address real student needs and promote refugee self-sufficiency.

## Topics/Cross-Topics

The Core Curriculum competencies are listed in topic and cross-topic areas. A **topic** refers to the context in which language is used. A **cross-topic** contains competencies which can occur in any topic area. Thus, a cross-topic competency is often taught or reviewed with other competencies in each topic area. The topics and cross-topics in the Core Curriculum document are:

### Topics

BANKING (BAN)  
COMMUNITY SERVICES (CMS)  
EMPLOYMENT — "Finding a Job" (EFJ)  
EMPLOYMENT — "On the Job" (EOJ)  
HEALTH (HE)  
HOUSING (HOU)  
SHOPPING (SHO)  
TRANSPORTATION (TRA)

### Cross-Topics

CLARIFICATION (CLA)  
DIRECTIONS (DIR)  
MONEY (MON)  
PERSONAL IDENTIFICATION (PER)  
SOCIAL LANGUAGE (SOC)  
TELEPHONE (TEL)  
TIME (TIM)

## Competencies

A competency is a demonstrated ability to perform a task successfully. In the context of adult refugee ELT programs, this task is a life skills task which involves the use of language.

Competencies are not lessons. A competency is, however, the focus of a lesson plan and evaluation. Several competencies may be covered in one lesson, or one competency may span several lessons.

Although the competencies are listed individually in the Core Curriculum document, some competencies can be grouped together and taught at the same time. Possible groupings of competencies are:

- Similar competencies from two topics.  
Example: Level 1: EOJ-8 Read alpha-numeric codes.  
Level 1: SHO-5 Read aisle numbers.
- Related competencies from a topic and a cross-topic.  
Example: Level 1: BAN-1 Endorse a check.  
Level 1: PER-5 Present identification upon request.
- Related competencies from different levels.  
Example: Level 1: HE-4 Identify major parts of the body.  
Level 4: EOJ-22 Give specific reasons for sickness, absence, or lateness.

Instructional time required for mastering a specific competency varies considerably. It depends on many factors, including: the grouping of competencies, the background of the students,<sup>3</sup> and the nature and complexity of a specific competency.

A key competency is a competency which, based on assessment of student need, is considered by the MELT Demonstration Project to be the most crucial. A key competency is likely to be "universal"; it is important to any refugee in any program or geographical area.

The implications for teaching to a key competency are:

- a key competency should be a part of the evaluation for level completion;

---

<sup>3</sup>Students who are nonliterate, have minimal education, or who come from non-industrialized societies may require more time on some competencies.

- a key competency should be re-assessed and reviewed or recycled if appropriate.

The key competencies identified in the Core Curriculum document are a result of the common experiences of MELT demonstration sites. Local programs must determine if the MELT key competencies are indeed "key" for their students. Competencies which address students' immediate needs and community situations should receive priority.

Language examples are identified for most Core Curriculum competencies, particularly those in the lower levels. At the highest levels, examples are sometimes not given: either because the competencies are based on previous competencies, or because the language sample would be too extensive.

The language examples are examples of what is **taught**, not necessarily of what is **produced** by the students. The grammaticality of student production may vary considerably.

Example: Level 1, Competency HE-1: State own general condition in simple terms ("I'm tired").

The grammatically correct statement, "I'm tired," is taught; however, students are likely to produce, "I tired," at Instructional Level 1.

## CURRICULUM DEVELOPMENT IN A COMPETENCY-BASED ELT PROGRAM

Instructional content in a competency-based ELT program focuses on the application of basic language skills to life skills competencies as determined by an assessment of the learner's needs, goals, and abilities. In addition, characteristics unique to local education programs and communities affect the development and implementation of a curriculum. Before an ELT program develops a curriculum, it should identify those characteristics unique to the local students, community, and program.

Listed below are general questions to assist a program in specifying its individual characteristics.

### Students

- What is the population to be served? (Numbers, educational background, ethnicity, etc.)
- What are the goals of the student population? (Employment, vocational training, GED, etc.)
- What are the current abilities of the student population? (Language skills, technical skills)

### Community

- What are the characteristics of the community? (City, small town, rural; multi-ethnic/multi-lingual, etc.)
- What is the local job market? (Unemployment rate, types of jobs available, salary levels, etc.)

### Program

- What are the program's goals? (Finding immediate employment for students, preparing students for entry into vocational skills training, preparing students for general self-sufficiency in the community, etc.)
- What services are the program funded to provide? (General ESL, VESL, cultural orientation, job development, etc.)
- What is the program organization?  
Intensity and scheduling of the classes? (3 hours, 1 time per week for 12 weeks, etc.)  
Entry/exit criteria? (open/closed intake, completion schedule)

Number of instructional levels? (2,3, etc.)

Class size? (20, 15, etc.)

Facilities and equipment? (classroom space, books, tape recorders, etc.)

- What is the staffing pattern? (Curriculum specialists, full-time teaching positions, administrative positions, etc.)
- Who are the teaching staff? (Trained and experienced ESL teachers, bilingual aides, volunteers, etc.)
- On what outcomes is the program evaluated? (Number of job placements, number of clients successfully completing a level, etc.)

Answering these questions will identify the program characteristics and assist in determining the focus, scope, and content of the local curriculum.

## **Using the Core Curriculum Document in Developing/Adapting a Local ELT Curriculum<sup>4</sup>**

The Core Curriculum document reflects the MELT Project's field-testing experience nationwide. The content is derived from a consensus of MELT demonstration sites as to which competencies were important and at which level they should be included. Although the Core Curriculum document reflects a national perspective, it is still necessary to adapt it to account for local program needs, goals, and constraints.

The guidelines and steps listed below are a result of the MELT Project's field-testing of the Core Curriculum document. Each MELT demonstration site adapted the Core Curriculum document to its local curriculum. Adaptation processes were later shared and summarized.

### **STEP ONE: Identify the students' language needs for the U.S. work environment and for the local community.**

Needs assessment is an on-going process. It is important to have current information so that the ELT curriculum accurately reflects the student population, job market, and the general community.

There are a variety of methods for conducting a needs assessment.<sup>5</sup> Written questionnaires in English or in the students' native languages can be used to determine the students' views of their own language needs. Student interviews are also possible.

Employment services, community agencies, and employers can all provide important input. Assessment procedures could include questionnaire interviews or an advisory board which provides regular input. Observing interactions between refugees and the community assists in identifying language needs of the general community. Collecting written materials from the U.S. work environment and the general community also provides information.

### **STEP TWO: Compare the general areas of language needs as indicated by the needs assessment with the Core Curriculum document (topics /cross-topics) and the local curriculum.**

### **STEP THREE: Select or adapt topics.**

This step is achieved by adapting the Core curriculum topic/cross topics as indicated by the needs assessment, adding new topics as indicated by the needs assessment, and deleting topics which the needs assessment indicated are unimportant.

---

<sup>4</sup>In programs with a defined ELT curriculum, the process described below will be used for adaptation of local curricula. Some programs, however, will not have an ELT curriculum in place and will need to develop one.

<sup>5</sup>Examples of needs assessment instruments used by the MELT sites are found in Appendix III.



**STEP FOUR:** Compare the competencies indicated by the needs assessment with those in the Core Curriculum document and the local curriculum (if competency-based).

**STEP FIVE:** Select and adapt the competencies and assign them to levels. Before undertaking this step, the local program should establish a clear relationship between program levels and the Student Performance Levels.<sup>6</sup> The Core Curriculum competencies are assigned to levels according to their relationship with the SPL document and the field-testing results.

While keeping in mind the relationship between the SPL and local program levels, local programs should select/or adapt Core Curriculum competencies which reflect local needs, add new competencies, and delete those found to be unimportant or unnecessary.

An important part of the selection process is the assigning of competencies to levels, a process called leveling. Leveling is accomplished based on the language proficiency skills needed to perform the competency in question.

**STEP SIX:** Develop the course design.

For each competency, the program must identify relevant communication functions and grammatical structures.<sup>7</sup> Selecting or developing appropriate teaching methods and materials are also a part of course design.

**STEP SEVEN:** Design the lessons.

Teachers should design suitable instructional activities and lesson plans to achieve competency objectives.<sup>8</sup> The sequence of instruction and type of activities should be appropriate to the proficiency level of the students.

**STEP EIGHT:** Evaluate student achievement.

Student achievement of the competencies has to be assessed. Performance objectives should be designed for competencies and a means for assessing them determined.<sup>9</sup>

These eight steps are summarized in the following chart. The steps are general. A local program may find that it needs technical assistance in the adaptation process. The MELT Project field-testing experience indicates that training and technical assistance are important for developing a successful ELT curriculum. (See Phase IV of the MELT Project.)

<sup>6</sup>See SPL section, pages

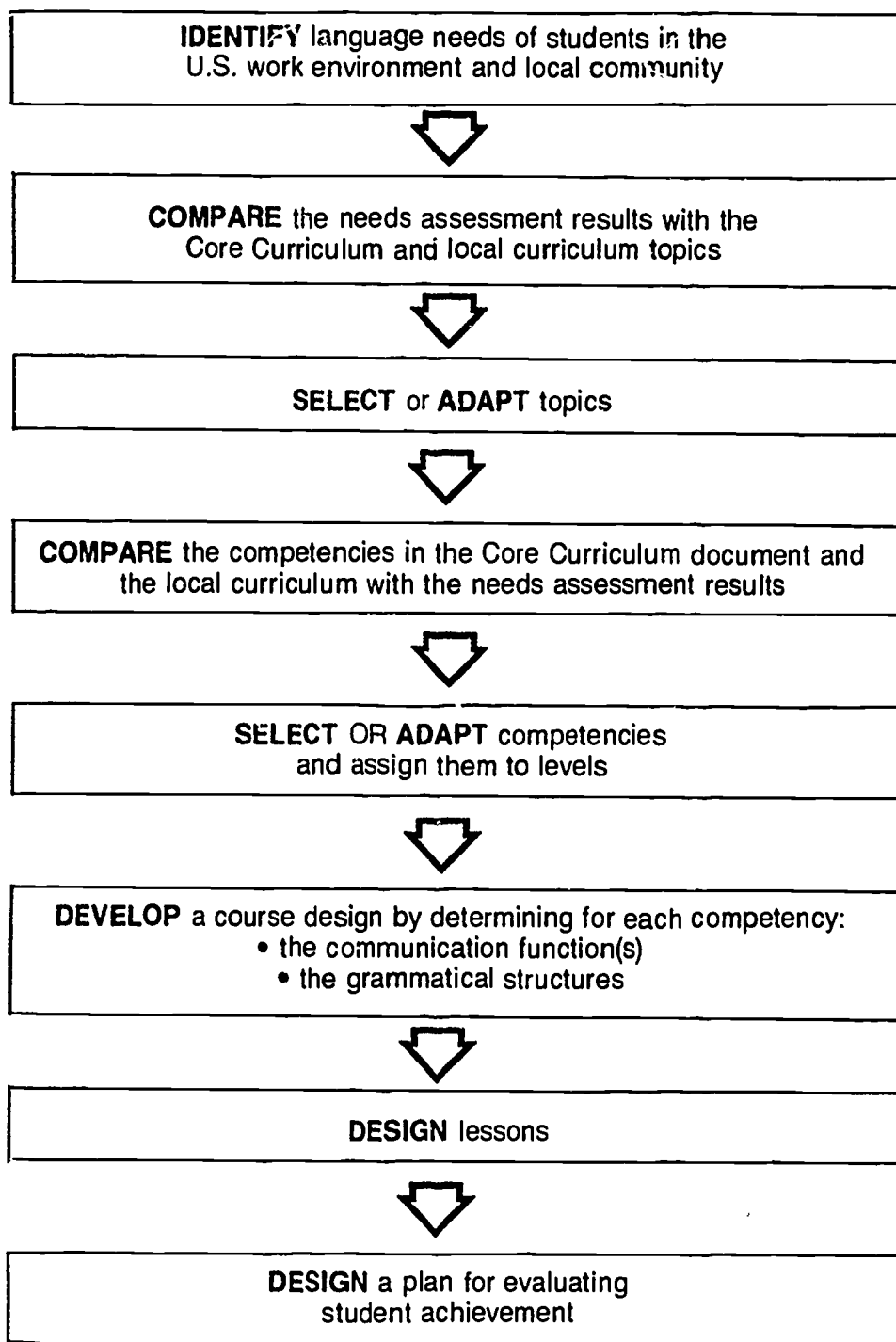
<sup>7</sup>See page 25 on Linking Competencies, Functions, and Grammar.

<sup>8</sup>Examples of lesson plans designed by the MELT Projects are included in Appendix IV.

<sup>9</sup>See information on Performance Objectives and Applied Performance Testing on p. 25 of the Core Curriculum Section and in the Testing Section, pp. 32-33.

## CHART A:

### Curriculum Development/Adaptation Process





## Linking Competencies, Functions, and Grammar

In developing a course design and learning activities for a competency-based ELT curriculum, there are at least four factors to consider:

- The competency objective
- The language proficiency level of the students
- Communication functions (e.g., getting information, giving advice)
- Grammatical structures

A process for linking the four factors is outlined below:

1. Select a competency objective.
2. Identify the language proficiency necessary to achieve the competency.
3. Select a communication function appropriate to the competency statement and language proficiency level and basic skill level of the students.
4. Identify the grammatical structures necessary to achieve the competency.

Example 1: **Competency Objective** Level 4, He-23: Describe own emotional state and explain the reason for it.

**Communication Function** — Giving information.

**Language Proficiency Level** — Student Performance Levels III, IV.

**Options of grammatical structures for getting information:**<sup>10</sup>

- |  |            |
|--|------------|
| a) Be + adjective.<br>("I am sad. My wife is very sick.")                                    | Levels 1-2 |
| b) Subordinate clause of time<br>(I am sad when I think about my trip from Laos.)            | Levels 3-6 |
| c) Subordinate clauses of cause.<br>("I'm sad because I think about my family in Cambodia.") | Levels 4-7 |

If students are in instructional level 3, the structure most appropriate to their level would be subordinate clauses of time.

Example 2: **Competency Objective** Level 2, HOU-7: Ask how much the rent is.

**Communication Functions** — Getting and giving information.

**Language Proficiency Level** — Student Performance Level II

**Options of grammatical structures for getting information:**

- |  |            |
|--|------------|
| a) Direct "Wh-" Questions<br>(How much is the rent?)             | Levels 1-4 |
| b) Embedded Questions<br>(Can you tell me how much the rent is?) | Levels 4-6 |

If students are in Instructional Level 2 (SPL II), the structure most appropriate to their language proficiency level would be Direct "Wh-" Questions.

## Designing Performance Objectives

Performance objectives play a major role in student evaluation in a competency-based ESL curriculum.<sup>11</sup> A performance objective is the description of how mastery of a competency will be demonstrated.

Performance objectives are important to curriculum and lesson design because they provide a

<sup>10</sup>The Index of Grammatical Structures identifies ranges of instructional levels for grammatical structures. See Appendix III, I.

<sup>11</sup>Examples of performance objectives appear in Appendix III, 4.

frame of reference for selecting competencies which can be mastered at a particular level. They also provide ideas for designing appropriate learning activities.

A performance objective specifies:

**PERFORMANCE** — The specific behavior.

The performance is what the student does. It may be described as verbal or nonverbal. Verbal performances may be spoken or written. Nonverbal performance may consist of gestures or actions.

**CONDITIONS** — The performance situation.

The condition is the context in which the task is performed. The context may be within the classroom or the real world. The ultimate measure of whether a competency has been mastered is when the student can accomplish the task in a real life situation. Because the teacher is seldom able to monitor the student's life, the next best means of assessment is activities designed by the teacher to be performed in the real world. Examples of real world conditions include field trips and contact assignments. Given program constraints, conditions often have to be confined to the classroom. In classroom situations, conditions may include the use of realia-visuals (e.g., pictures, forms, signs), demonstrations, role-plays, and simulations.

**MEASURABLE CRITERIA** — The standard of acceptable performance.

The criteria specify how well or to what extent the task is performed. This may be explicitly stated in qualitative or in quantitative terms, or it may be implied. Qualitative measurement may be described by words such as appropriate, correct, grammatical, or in terms that native speakers can understand. Quantitative measurement may be described by a number or percentage of times, by number or by percentage of items, or by speed. Sometimes there is no explicit description of a measurement, but the examiner can infer something concrete. For example, when performance requires the student to produce oral language, an implicit measure would be that the language produced be understandable. When performance requires the student to produce written language such as completing a form, an implicit measure would be that the form be completed accurately.

Since the actual performance, conditions, and criteria must relate to the students' needs and abilities, performance objectives have to be designed by the local program.

## **GUIDELINES FOR USING THE CORE CURRICULUM SECTION**

The Core Curriculum section, as stated previously, provides assistance in competency-based ELT curriculum development. The extent of its use depends on a local ELT program's current curricular approach, and local needs, goals, and constraints. The Core Curriculum section may be used either as a guide for developing a competency-based curriculum or as a resource for adapting or expanding a local ELT curriculum.

The Core Curriculum section is an integral part of the total MELT Package. Like the other sections, it may be used in conjunction with, or independent from, the total MELT Package.

## **RELATIONSHIP OF THE CORE CURRICULUM TO OTHER MELT DOCUMENTS**

### **Student Performance Levels**

The Core Curriculum document consists of seven instructional levels that correspond to Student Performance Levels 0-VII in a one-to-one manner. An individual Student Performance Level provides a summary of a student's general language ability on entry to a Core Curriculum Instructional Level. The SPL document could also provide a summary of a student's general language ability on exit from a Core Curriculum Instructional Level. (See Table 1.)

**TABLE 1****The SPL and Core Curriculum Instructional Levels**

Entry Level SPL	Core Curriculum Instructional Level	Exit Level SPL
0	1	I,II
I	1	II
II	2	III
III	3	IV
IV	4	V
V	5	VI
VI	6	VII
VII	7	VIII

**Basic English Skills Test (B.E.S.T.)**

The B.E.S.T. does not directly relate to the Core Curriculum competencies and it is not an achievement test for the Core Curriculum document. However, the B.E.S.T. is a reliable and valid competency-based test assessing limited-English-speaking adult students' life skills and can be used in conjunction with the Core Curriculum document as a general proficiency test. It can also provide assistance in diagnosing and placing students within any competency-based ELT program.

# CORE CURRICULUM DOCUMENT

## PART I — TOPICS AND COMPETENCIES LISTED BY LEVEL

### Level 1

#### BANKING

- ★★ Ban-1 Endorse a check.
- Ban-2 Provide proper ID upon request to cash a check or money order.  
([Can I see some identification?])

#### COMMUNITY SERVICES

- ★★ CmS-1 Read emergency words. (FIRE, POLICE, POISON)
- ★★ CmS-2 Read, say, and dial telephone numbers of emergency services.  
(FIRE-991)
- ★★ CmS-3 Spell name and address and report an emergency in the home by  
telephone in simple terms. ("Help!"; "Police!")
- ★★ CmS-4 Ask for stamps at a post office. ("Two airmail stamps, please.")
- CmS-5 Identify basic facilities, services, and commonly seen community  
workers in the neighborhood/community. ("Bank"; "money"; "teller."  
"Hospital"; "sick"; "doctor.")

#### EMPLOYMENT — FINDING A JOB

- ★★ EFJ-1 State previous occupation(s) in simple terms. ("Cook.")
- ★★ EFJ-2 State current job status. ([Do you have a job?] "No." or "Yes.")
- EFJ-3 State desire to work in simple terms. ("I want a job.")

#### EMPLOYMENT — ON THE JOB

- ★★ EOJ-1 Ask if a task was done correctly. ("OK"?)
- ★★ EOJ-2 Ask simple clarification questions about routine job tasks and  
instructions. ("Please repeat."; "Do this?")
- ★★ EOJ-3 Respond to simple direct questions about work progress and  
completion of tasks. ([Are you finished?] "No.")
- ★★ EOJ-4 Ask supervisor or co-worker for help. ("Can you help me?")
- ★★ EOJ-5 Sign name on timesheet.
- ★★ EOJ-6 Respond to simple oral warnings or basic commands about safety.  
([Watch out!])

★★	Key competency
( )	Language example for competency statement
[ ]	Language example that students are expected to listen to and understand
(" " )	Language example that students are expected to produce
(CAPITALS)	Language example that students are expected to read and understand

## Level 1 -Continued

- ★ ★ EOJ-7 Read common warning or safety signs at the work-site. (DANGER)
- ★ ★ EOJ-8 Read alpha-numeric codes. (AF 47)
- ★ ★ EOJ-9 Give simple excuses for lateness or absence in person.  
("I was sick yesterday.")

### HEALTH

- ★ ★ He-1 State own general condition in simple terms. ("I'm tired.")
- ★ ★ He-2 State need for medical help. ("Help. I'm sick.")
- He-3 Read simple signs related to health care. (HOSPITAL; EMERGENCY;  
PHARMACY; DRUG STORE)

### HOUSING

- ★ ★ Hou-1 Identify common household furniture/rooms. ("Kitchen"; "bathroom.")
- ★ ★ Hou-2 Read exit route signs in housing. (EXIT; FIRE ESCAPE)
- Hou-3 Identify basic types of available housing. ("Apartment; house.")

### SHOPPING (INCLUDES FOOD, CLOTHING)

- ★ ★ Sho-1 State basic food needs. ("I need rice.")
- ★ ★ Sho-2 Ask the price of food, clothing, or other items in a store. ("How much is this coat?")
- ★ ★ Sho-3 Read a limited number of basic store signs. (IN; OUT; SALE)
- Sho-4 State basic clothing needs. ("I need a coat.")
- Sho-5 Read aisle numbers. (2B)

### TRANSPORTATION

- ★ ★ Tra-1 Ask the amount of local bus or train fares. ("How much is a bus ticket?")
- ★ ★ Tra-2 Read a limited number of symbols or transportation/pedestrian signs.  
(BUS STOP; WALK/DON'T WALK)
- Tra-3 Ask for a transfer. ("A transfer, please.")

## Level 2

### BANKING

- ★ ★ Ban-3 Ask to cash a check or money order. ("Can I cash this check?")
- Ban-4 Buy a money order. ("A money order for \$50.00, please.")

### COMMUNITY SERVICES

- ★ ★ CmS-6 Report an emergency in person. ("Help! Fire in Apartment 2A!")
- ★ ★ CmS-7 Correctly address an envelope/package, including return address.

### EMPLOYMENT — FINDING A JOB

- ★ ★ EFJ-4 State own job skills in simple terms. ("I can cook.")
- ★ ★ EFJ-5 Copy basic personal information onto a simple job application form.  
(NAME; SOCIAL SECURITY NUMBER; AGE; ADDRESS)
- EFJ-6 Read "HELP WANTED" sign.
- EFJ-7 Identify some common entry-level jobs which can be held by those with limited English ability.

### EMPLOYMENT — ON THE JOB

- ★ ★ EOJ-10 State need for frequently used materials. ("I need boxes.")
- ★ ★ EOJ-11 Report work progress and completion of tasks. ("I'm finished.")
- ★ ★ EOJ-12 Find out about the location of common materials and facilities at the work-site. ("Where is the supply room?")
- ★ ★ EOJ-13 Follow simple one-step oral instructions to begin and to perform a task which is demonstrated, including simple classroom instructions.  
([Put these away.]
- EOJ-14 Ask for permission to leave work early or to be excused from work.  
("Can I go home?")
- EOJ-15 Give simple excuses for lateness or absence on the telephone.  
("My name's Tran. I'm sick today.")

### HEALTH

- ★ ★ He-4 Identify major body parts. ("Arm"; "stomach"; "leg.")
- ★ ★ He-5 State major illnesses or injuries. ("Sore throat"; broken arm.")
- ★ ★ He-6 Make a doctor's appointment in person, giving own name, address, and telephone number when asked.
- ★ ★ He-7 Read time and date for a medical appointment from an appointment card. (THURSDAY, DECEMBER 26, AT 3:00)
- ★ ★ He-8 State a need for an interpreter. ("I don't speak English. I speak Vietnamese.")
- He-9 Follow simple instructions during a medical exam. ([Open your mouth; Take off your shirt; Take a deep breath.]
- He-10 Ask for familiar non-prescription medication at the drug store.  
("I want a bottle of aspirin.")
- He-11 State others' health problems in simple terms. ("His arm hurts.")

## Level 2 -Continued

- He-12 Determine and report body temperature as indicated by a thermometer. ("My temperature is 100.")
- He-13 Ask for a patient's room number in a hospital. ("What is Sarem Nouan's room number?")
- He-14 Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office. ("I'm Sarem Nouan. I have a 2:00 appointment." [Which doctor?] "Dr. Smith.")

### HOUSING

- ★ ★ Hou-4 Report basic household problems and request repairs in simple terms. ("The toilet is leaking. Please fix it.")
- ★ ★ Hou-5 Report basic household emergencies by telephone — fire, break-ins, etc.; give and spell name, address, and give telephone number when asked.
- Hou-6 Answer simple questions about basic housing needs. ([What kind of apartment do you want?] "I need three bedrooms.")
- Hou-7 Ask how much the rent is. ("How much is the rent?")
- Hou-8 Read common housing signs. (FOR RENT; STAIRS)

### SHOPPING (INCLUDES FOOD, CLOTHING)

- ★ ★ Sho-6 Differentiate sizes by reading tags. (S, M, or L; 8, 10 or 12)
- ★ ★ Sho-7 Read abbreviations for common weights and measures in a supermarket. (LB.; QT.)
- ★ ★ Sho-8 Read common store signs. (IN; OUT; UP; DOWN; CASHIER)
- ★ ★ Sho-9 Ask about and read signs for store hours. (OPEN; CLOSED; SAT. 9 A.M.-12 P.M.)
- ★ ★ Sho-10 Read expiration dates. (EXP. 4/4/84; SELL BY 4/8/82)
- Sho-11 Request size and color for a specific item in simple terms. ("Do you have a small size?")
- Sho-12 Ask for information about places to buy food/clothing/household items. ("Where can I buy rice?")
- Sho-13 Ask for and follow simple directions to locate food/clothing in a store. ("Where are the coats?" [In Aisle 4a])
- Sho-14 Ask for food using common weights and measures. ("One pound of hamburger, please.")
- Sho-15 Order and pay for food at a fast food restaurant. ("A hamburger and a Coke, please.")

### TRANSPORTATION

- ★ ★ Tra-4 Ask for a bus, train, or plane destination. ("Where does this bus go?")
- ★ ★ Tra-5 Read signs indicating bus/train destinations and street names. (MAIN STREET)
- Tra-6 Ask for information about a location in an airport, bus or train station. ("Where is Gate 10?")



## Level 3

### BANKING

- ★ ★ Ban-5 Write a check.
- Ban-6 Fill out a money order, including date, amount, name of addressee, own name and signature.

### COMMUNITY SERVICES

- CmS-8 Provide upon request proof of address or other necessary information in order to obtain a library card. ([Can I see your driver's license?] "Yes, here you are.")
- CmS-9 Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")
- CmS-10 Ask and answer questions about the name of own or child's school, teacher, class, and time. ([Which school does your child go to?] "Lincoln School.")

### EMPLOYMENT — FINDING A JOB

- ★ ★ EFJ-8 Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment. ([What was your job?] "Cook." [How long?] "Ten years.")
- ★ ★ EFJ-9 Fill out a simple job application form, excluding previous or current occupation(s) and dates of employment.
- ★ ★ EFJ-10 Ask others for help in finding a job, e.g. from a sponsor, job developer, or friends. ("I need a job.")
- ★ ★ EFJ-11 Inquire about job openings and determine a time for an interview in person. ("Is there a job opening for a housekeeper?" [Yes.] "What time can I interview?" [Monday, at 9:00])
- ★ ★ EFJ-12 State own situation in regard to work shifts, starting date, specific hours, and payday. ("I can work 3 to 11.")
- EFJ-13 Answer basic direct questions about pay, work availability, and hours. ([Is \$4.00 an hour OK?] "Yes." [When can you start?] "Tomorrow." [Can you work nights?] "Yes.")
- EFJ-14 Express concerns and fears about the job in simple terms. ("The job is dangerous.")

### EMPLOYMENT — ON THE JOB

- ★ ★ EOJ-16 Follow simple oral instructions which contain references to places or objects in the immediate work area. ([Get me the box over there.]
- ★ ★ EOJ-17 Modify a task based on changes in instructions. ([Wait! Don't use that.]
- EOJ-18 Ask/tell where a co-worker is ([Where's Tran?] "He's in the cafeteria."))

### HEALTH

- ★ ★ He-15 Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")
- ★ ★ He-16 State symptoms associated with common illnesses. ("I have diarrhea.")

## Level 3-Continued

- ★ ★ He-17 Read the generic names of common non-prescription medicines. (ASPIRIN; COUGH SYRUP)
- ★ ★ He-18 Read and follow directions on medicine labels, including abbreviations. (TAKE 2 TSP. 3 TIMES A DAY.)
- He-19 Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")
- He-20 Follow simple oral instructions about treatment. ([Stay in bed. Take one pill every day.])
- He-21 Locate facilities within a hospital by reading signs. (X-RAY; CAFETERIA)

## HOUSING

- ★ ★ Hou-9 Ask for information about housing, including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?"; "How many rooms are there?"; "How much is the rent?")
- ★ ★ Hou-10 Identify total amount due on monthly bills. (AMOUNT DUE: \$35.87)
- ★ ★ Hou-11 Arrange a time with the landlord or superintendent to make household repairs, in person. ("Can you fix the furnace this morning?")
- Hou-12 Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")
- Hou-13 Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")

## SHOPPING (INCLUDES FOOD, CLOTHING)

- Sho-16 Read prices and weights of various food items and determine the best buy by comparing. (\$1.89/LB., \$1.99/LB.)
- Sho-17 Respond to cashier's questions concerning means of payment. ([Cash or charge?] "Cash.")
- Sho-18 Request a different size or price. ("Do you have a bigger one?")
- Sho-19 Ask for a receipt. ("Can I have a receipt, please?")

## TRANSPORTATION

- ★ ★ Tra-7 Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")
- ★ ★ Tra-8 Respond to common requests. ([Please move to the back of the bus.])
- ★ ★ Tra-9 Ask when or where to get off or on a local bus/train. ("I'm going to the post office. Where do I get off?")
- Tra-10 Buy bus, plane, or train tickets. ("I'd like a one-way ticket to Chicago.")
- Tra-11 Read common signs in an airport or bus/train station. (TO GATES 6-14; TICKETS)
- Tra-12 Read common traffic and pedestrian signs. (ONE WAY; KEEP RIGHT; NO PARKING)

## Level 4

### BANKING

- ★ ★ Ban-7 Fill out deposit/withdrawal slips.
- Ban-8 Buy and fill out an international money order.

### COMMUNITY SERVICES

- CmS-11 Read and interpret common signs regarding hours in public areas.  
(PARK CLOSED 6:00)
- CmS-12 Fill out a change of address form, with assistance.
- CmS-13 Ask simple questions to determine correct postage. ("How much is  
this letter by airmail?")

### EMPLOYMENT — FINDING A JOB

- ★ ★ EFJ-15 Read want ads and identify skills needed for a job.
- ★ ★ EFJ-16 Describe previous work experience, job skills, qualifications and  
training, including degrees of ability. ("I can fix trucks"; "I have a lot of  
experience.")
- EFJ-17 Read signs and notices posted at a work-site, agency, etc., advertising  
positions available; ask for clarification if necessary. Indicate several  
general types of entry-level work in the U.S. and their respective  
duties, qualifications, and working hours. ("Factory work"; "sort  
parts"; "no experience required"; "full-time.")
- EFJ-19 Answer basic questions about educational background, including dates  
and location(s) (by country). ([What is your educational background?]  
"I finished high school in Iraq in 1970.")
- EFJ-20 State long-term work goals. ("I'd like to be a supervisor.")

### EMPLOYMENT — ON THE JOB

- ★ ★ EOJ-19 Give simple one-step instructions to co-workers. ("Put the tools over  
there.")
- ★ ★ EOJ-20 Follow simple two-step instructions on the job. ([Take this and put it  
on the shelf.]
- ★ ★ EOJ-21 Respond to supervisor's comments about quality of work on the job,  
including mistakes, working too slowly, and incomplete work. ("I'm  
sorry. I won't do it again.")
- ★ ★ EOJ-22 Give specific reasons for sickness, absence, or lateness. ("I had the  
flu. I had to go to the doctor.")
- ★ ★ EOJ-23 Report specific problems encountered in completing a task. ("I don't  
have any more paper.")
- EOJ-24 Read first name and department on employer name tags. (ROSE.  
DEPARTMENT 10)

## Level 4 -Continued

### HEALTH

- ★ ★ He-22 Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem/matter? Can I go to work?")
- ★ ★ He-23 Describe own emotional state and explain the reason for it. ("I am sad because I think about my family in Cambodia.")
- ★ ★ He-24 Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time — after school or work hours.
- ★ ★ He-25 Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")
- He-26 Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")
- He-27 State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")
- He-28 Fill out a simple insurance form with assistance.
- He-29 Respond to simple questions about physical condition or disability. ([Do you have any health problems?] "I have allergies.")

### HOUSING

- ★ ★ Hou-14 State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental — date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")
- ★ ★ Hou-15 Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd like to move in on June 19.")
- ★ ★ Hou-16 Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")
- Hou-17 Ask about and follow special instructions on the use of an apartment or housing. ([Take out the garbage on Thursdays])
- Hou-18 Ask about and follow instructions for using/maintaining common household equipment and facilities — defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")
- Hou-19 Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")

### SHOPPING (INCLUDES FOOD, CLOTHING)

- ★ ★ Sho-20 Express a need to return/exchange merchandise and state satisfaction/dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")
- Sho-21 Read supermarket/department store newspaper ads or use coupons for comparative shopping. (FLORIDA ORANGES, 5 LB. BAG \$1.79)
- Sho-22 Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)

## Level 4-Continued

- Sho-23      Read a variety of store signs indicating sales or special prices.  
(REDUCED; TODAY ONLY)
- Sho-24      Request a particular color or style of clothing. ("Do you have this in  
light blue?")

### TRANSPORTATION

- ★ ★ Tra-13      Ask where a bus/train is going, where it stops, and which buses/  
trains stop at a given stop. ("Which bus stops at Main Street and  
Second Avenue?")
- ★ ★ Tra-14      Read an arrival/departure information board in an airport or bus/  
train station.

## Level 5

### BANKING

- ★ ★ Ban-9 Fill out the required forms to open a checking or savings account with assistance.
- Ban-10 Read a savings and checking account statement.

### COMMUNITY SERVICES

- CmS-14 Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")
- CmS-15 Respond to postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. ([What's inside?] "Clothing." [What's the value?] "\$25.00.")
- CmS-16 Respond to serious weather conditions based on a TV, radio, or telephone warning. ([There's a tornado watch until 10:00 tonight.])
- CmS-17 Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")
- CmS-18 Read and respond appropriately to written communications from child's school — shortened school day, vacation, parent-teacher meeting.
- CmS-19 Read basic information on child's report card. (P = PASS; F = FAIL)
- CmS-20 Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")
- CmS-21 Fill out postal forms, such as letter registration forms, without assistance.
- CmS-22 Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

### EMPLOYMENT — FINDING A JOB

- ★ ★ EFJ-21 Fill out a standard job application form; ask for assistance when needed.
- ★ ★ EFJ-22 Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
- ★ ★ EFJ-23 Find out about benefits for a new job. ("What kinds of benefits are available?")
- ★ ★ EFJ-24 State own ability to use tools, equipment, and machines. ("I can operate a fork-lift.")
- ★ ★ EFJ-25 State own strengths related to work. ("I learn quickly.")
- EFJ-26 Respond appropriately to an employer's decision about a job, whether accepted or rejected. ([I'm sorry, but the job is filled.] "Do you have any other openings?")

### EMPLOYMENT — ON THE JOB

- ★ ★ EOJ-25 Respond to multiple-step oral instructions without visual references. ([Take the box in the hall to the mailroom and put it on the top shelf.])
- ★ ★ EOJ-26 Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")

## Level 5 - Continued

- EOJ-27 State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in three weeks because I'm moving.")
- EOJ-28 Request a letter of reference. ("Could you write a reference letter for me?")

### HEALTH

- ★ ★ He-30 Telephone or write a simple note to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she had the flu.")
- ★ ★ He-31 Read warnings, storage directions, and emergency instructions. (REFRIGERATE AFTER OPENING; KEEP OUT OF THE REACH OF CHILDREN)
- ★ ★ He-32 Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")
- ★ ★ He-33 Respond to questions about means of payment. ([Do you have Medicaid or personal insurance?] "Medicaid.")
- He-34 Fill out a simple medical history form with assistance. May use bilingual materials if needed.
- He-35 Explain own and others' health problems in detail. ("My back hurts when I lift heavy objects.")
- He-37 Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

### HOUSING

- ★ ★ Hou-20 Arrange for installation or termination of household utilities. ("I'd like to have a telephone installed as soon as possible.")
- ★ ★ Hou-21 Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")
- ★ ★ Hou-22 Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")
- Hou-23 Read classified ads and housing notices.
- Hou-24 Read utility meters and bills.
- Hou-25 Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

### SHOPPING (INCLUDES FOOD, CLOTHING)

- Sho-25 Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words. ([Wash it in cold water.] "Can I put it in the dryer?")
- Sho-26 Read names of different types of stores. (HARDWARE; JEWELRY)
- Sho-27 Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

### TRANSPORTATION

- Tra-15 Read printed bus/train schedules.



## Level 6

### BANKING

There are no competencies for Banking at this level.

### COMMUNITY SERVICES

- ★ ★ CmS-23 Assist others in reporting an emergency with limited translation as necessary.
- CmS-24 Obtain information about local public recreational facilities and entertainment from pre-recorded messages.
- CmS-25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
- CmS-26 Read information about education, health, and other community services in a community newsletter.
- CmS-27 Accompany and assist a person at a clinic or in an emergency room.

### EMPLOYMENT — FINDING A JOB

- ★ ★ EFJ-27 Make a follow-up call about a job application. ("Did the manager review my application?")
- ★ ★ EFJ-28 Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" [Yes, we do.] "What jobs are available?")
- EFJ-29 Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
- EFJ-30 Write a basic resume with assistance.

### EMPLOYMENT — ON THE JOB

- ★ ★ EOJ-29 Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")
- EOJ-30 Read a simple work memo, asking for assistance if necessary.
- EOJ-31 Fill out accident report forms with assistance.
- EOJ-32 Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.
- EOJ-33 Read own employment reviews, including explanations of promotion or probation.
- EOJ-34 Read most simplified on-the-job audio-visual training materials for entry-level jobs.
- EOJ-35 Read and fill out health insurance forms with the use of bilingual reference materials.
- EOJ-36 Read basic non-technical personnel policies and benefit documents with assistance, if needed.
- EOJ-37 Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")

### HEALTH

- He-38 Fill out a standard medical history form with assistance.

## Level 6 -Continued

- He-39 Read about and describe some possible side effects of medication.  
(DROWSINESS MAY RESULT.)
- He-40 Read routine clinic notice/reminders — hours, payment requirements,  
policies concerning cancelled appointments.

### HOUSING

- ★ ★ Hou-26 Ask about and describe landlord/tenant responsibilities. ("The landlord  
has to pay for the gas.")
- Hou-27 State needs and ask specific questions about housing or a rental  
agreement by telephone. ("Is the rental agreement for one year or  
two years?")

### SHOPPING (INCLUDES FOOD, CLOTHING)

- Sho-28 Read food labels and follow directions for preparing food.

### TRANSPORTATION

- Tra-16 Fill out a state driver's license application.
- Tra-17 Ask for information in order to purchase a used car. ("What's the  
mileage?")
- Tra-18 Answer a police officer's questions regarding a car accident or  
traffic violation. ([How fast were you going?] "55.")

## Level 7

### BANKING

Ban-11            Fill out a loan application with assistance.

### COMMUNITY SERVICES

- ★ ★   CmS-28            Report a suspected loss or theft. ("I didn't get my check in the mail. I think someone stole it.")
- CmS-29            Get information from local media sources — newspaper, TV, and radio — on education, legal aid, health, and other community services — to obtain a fishing license, legal advice, etc.
- CmS-30            Order merchandise by mail.
- CmS-31            Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")

### EMPLOYMENT — FINDING A JOB

EFJ-31            Write a cover letter and follow-up letter when applying for a job, with assistance.

### EMPLOYMENT — ON THE JOB

- ★ ★   EOJ-38            Read written safety regulations and operating instructions for tools and equipment.
- EOJ-39            Explain a technique or the operation of a complicated machine, such as a drill press.
- EOJ-40            Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.
- EOJ-41            Write a short work memo.

### HEALTH

He-41            Read immunization requirements for school or work.

### HOUSING

- ★ ★   Hou-28            Ask about and answer questions regarding a lease or rental agreements.
- Hou-29            Read a non-simplified housing lease or rental agreement and fill it out with assistance.

### SHOPPING (INCLUDES FOOD, CLOTHING)

Sho-29            Write a letter to question a bill.

Sho-30            Read consumer protection laws and product warranties.

## Level 7- Continued

### TRANSPORTATION

- |        |  |
|--------|--|
| Tra-19 | Fill out a car accident report.  |
| Tra-20 | Describe common car problems in need of repair. ("My car won't start.")  |
| Tra-21 | Ask and answer questions and read information related to buying car insurance.   |
| Tra-22 | Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's the cheapest way I can fly round-trip from New York to San Francisco?") |

# PART II — CROSS-TOPICS AND COMPETENCIES LISTED BY LEVEL

## Level 1

### CLARIFICATION

- ★ ★ Cla-1 Express a lack of understanding. ("I don't understand.")
- ★ ★ Cla-2 Ask someone to repeat. ("Please repeat it again.")
- Cla-3 Ask someone to speak slowly. ("Please speak slowly.")
- Cla-4 Repeat something when asked to do so. ("My name is Tran." [Could you repeat that?] "My name is Tran.")
- Cla-5 Ask the English word for something. ("What's this?")
- Cla-6 Ask the meaning of something written in English. ("What's this?")

### DIRECTIONS

- ★ ★ Dir-1 Ask for the location of common places within a building. ("Where is the bathroom?")
- ★ ★ Dir-2 Ask for the location of a place. ("Where is the bus stop?")
- ★ ★ Dir-3 Read, say, and copy numbers as used on streets and buildings.
- ★ ★ Dir-4 Follow simple oral directions to a place. ([Turn right/left; Go straight.])
- Dir-5 Respond to simple questions about a destination. ([Where are you going?] "To the bank.")
- Dir-6 Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also given orally. ([Go one block. Turn left.])

### MONEY

- ★ ★ Mon-1 Identify United States coins and bills by name and value. ("Dime"; "10 cents.")
- ★ ★ Mon-2 Read prices on tags or signs. (\$1.25)
- ★ ★ Mon-3 Use money correctly to pay the total amount requested orally or in written form at a store, post office, vending machine, etc. ([That's \$9.80.])

### PERSONAL IDENTIFICATION

- ★ ★ Per-1 Respond to basic questions regarding name, ID/Social Security number; country of origin, address, age, birthdate, and marital status. ([What's your name?] "Sarem Nouan.")

★ ★	Key competency
( )	Language example for competency statement
{ }	Language example that students are expected to listen to and understand
(" ")	Language example that students are expected to produce
(CAPITALS)	Language example that students are expected to read and understand

## Level 1-Continued

- ★ ★ Per-2 Indicate which of own names are first, last, and middle. ([What's your last name?] "Tran.")
- ★ ★ Per-3 Spell, read, and print own name.
- ★ ★ Per-4 Copy basic personal information, including name (first and last), ID/Social Security number, address, and age on a simplified form.
- ★ ★ Per-5 Present identification upon request. ([Can I see some identification?])
- Per-6 State ability to speak a language other than English. ("I speak Lao.")

## SOCIAL LANGUAGE

- ★ ★ Soc-1 Introduce oneself using simple language. ("I'm Sarem.")
- ★ ★ Soc-2 Give and respond to simple greetings and farewells. ([Hello. How are you?] "Fine, thanks. And you?")
- ★ ★ Soc-3 Excuse oneself politely. ("Excuse me.")
- Soc-4 State weather conditions in simple terms. ("It's cold.")

## TELEPHONE

Note: While use of the telephone in basic survival situations is not expected until Level V, instruction in emergency use of the telephone cannot be postponed until that time.

- ★ ★ Tel-1 Identify the symbol or read the sign for a public telephone. (PHONE; TELEPHONE)
- ★ ★ Tel-2 Read and be able to dial a limited list of telephone numbers, such as those for a school, sponsor, or emergency. (911)
- ★ ★ Tel-3 Identify oneself on the telephone when answering and when calling. ("This is Tran.")
- ★ ★ Tel-4 Request to speak to someone on the telephone. ("Tran, please.")

## TIME

- ★ ★ Tim-1 Ask and answer basic questions about time, such as: days, current months, yesterday/today/tomorrow. ([What month is it?] "February.")
- ★ ★ Tim-2 Read clock time on the hour and half hour.
- ★ ★ Tim-3 Read and write digital time on the hour, half hour and quarter hour. (10:15)
- ★ ★ Tim-4 Read the days of the week.
- ★ ★ Tim-5 Identify parts of the day — morning, afternoon, evening, and night.

## Level 2

### CLARIFICATION

- ★ ★ Cla-7      Verify the name of something by asking simple yes/no questions. ("Is this the Post Office?")

### DIRECTIONS

- ★ ★ Dir-7      State the location of own residence by giving the address and nearest streets, or by referring to familiar landmarks. ("I live near the hospital.")
- ★ ★ Dir-8      Follow simple oral directions to places in a building. ([Upstairs; Third Floor; To Room 14A])

### MONEY

- ★ ★ Mon-4      Make or respond to a request for change. ("Do you have change?")
- Mon-5      Make or respond to a request for specific coins. ("Do you have a dime?")
- Mon-6      Read names of coins on coin-operated machines. (NICKELS; DICES; QUARTERS)

### PERSONAL IDENTIFICATION

- ★ ★ Per-7      Write and read basic personal information including name, relationship, and age of family members.
- ★ ★ Per-8      Respond to questions about own ethnic group. ([Are you Hmong?] "Yes.")
- ★ ★ Per-9      Spell own name, country of origin, and address when requested.
- ★ ★ Per-10      Respond to questions about own ability to speak, read, and write English and any other language. ([Which languages do you know?] "I can speak Assyrian and Arabic.")
- ★ ★ Per-11      State the number of years of previous education or study of English. ([How many years did you go to school?] "Eight.")
- Per-12      Give the names of familiar people. ([Who is your sponsor?] "Mr. John Doe.")

### SOCIAL LANGUAGE

- ★ ★ Soc-5      Answer simple questions about personal background and family. ([How many children do you have?] "Three.")
- ★ ★ Soc-6      State likes and dislikes using simple language. ("I like tea.")
- ★ ★ Soc-7      Respond to simple questions about daily activities and weekly routines. ([What time do you stop working?] "5:00.")
- ★ ★ Soc-8      State general feelings in simple terms. ("I'm tired"; "I'm sad.")
- ★ ★ Soc-9      Respond to common gestures such as handshaking, headshaking to indicate yes/no, beckoning, etc.
- ★ ★ Soc-10      Initiate and respond appropriately to a variety of greetings and farewells in simple terms. ([Have a nice day.] "Thanks. You too.")
- Soc-11      Introduce family, friends, and co-workers using simple language. ("This is Somsy.")



## Level 2 — continued

- |        |  |
|--------|--|
| Soc-12 | State food and drink preferences in social conversations, using simple language. ([Do you want coffee?] "No, tea, please.")  |
| Soc-13 | Respond to simple questions about another person's name and background. ([Who's that?] "Ly." [Where's she from?] "Vietnam.") |
| Soc-14 | Ask for assistance in simple terms. ("Can you help me?")   |
| Soc-15 | Thank someone for help or for a gift in simple terms. ("Thank you.")   |

## TELEPHONE

Note: While use of the telephone in basic survival situations is not expected until Level V, instruction in emergency use of the telephone cannot be postponed until that time.

- |     |       |  |
|-----|-------|--|
| ★ ★ | Tel-5 | Ask for someone on the telephone. ("Is Tran there?")                     |
| ★ ★ | Tel-6 | Respond to a simple request to "hold" on the telephone. ([Please hold.]) |

## TIME

- |     |       |  |
|-----|-------|--|
| ★ ★ | Tim-6 | Name and read all the days of the week and the months of the year and their abbreviations.                             |
| ★ ★ | Tim-7 | Read and write dates when expressed in numbers; read and write months when expressed in words. (5/10/82; MAY 10, 1982) |
| ★ ★ | Tim-8 | Read any time expressed in digital terms. (10:23 A.M.)   |
|     | Tim-9 | Ask and answer basic questions about days, months, and years. Use a calendar.  |

## Level 3

### CLARIFICATION

- ★ ★ Cla-8 Ask for information or clarification using basic question words. ("How?"; "Go where?")
- ★ ★ Cla-9 Give clarification in response to basic question words. ("Trung is not here." [Who?] "Trung.")
- ★ ★ Cla-10 Ask someone to spell or write something. ("Can you write it for me?")
- Cla-11 Ask about the meaning or the pronunciation of a word. ("What does \_\_\_\_\_ mean?"; "How do you say \_\_\_\_\_?")

### DIRECTIONS

- ★ ★ Dir-9 Give simple directions to a place. ("Turn right/left. Go to the third house.")
- Dir-10 Identify own home and major streets or landmarks on a simplified map. ("I live on 22nd Street.")

### MONEY

- ★ ★ Mon-7 When incorrect change is received, identify and request correct amount of change from a purchase. ("Excuse me, my change should be \$5.00.")

### PERSONAL IDENTIFICATION

- ★ ★ Per-13 Fill out a simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr., Mrs., Ms.), citizenship, and maiden name.
- ★ ★ Per-14 State or write the name, relationship, and age of family members.
- ★ ★ Per-15 State or write own physical characteristics, including height, weight, color of hair, eyes.
- Per-16 Provide information about a sponsor, including the name, agency, and contact person, address, and telephone number. ("My sponsor is USCC.")

### SOCIAL LANGUAGE

- ★ ★ Soc-16 Ask simple questions about daily activities and weekly routines. ("Do you work on Saturdays?")
- ★ ★ Soc-17 Make and respond to invitations and offers in person using simple language. ([Do you want a ride home?] "Yes, thank you.")
- ★ ★ Soc-18 Ask permission to use or to do something. ("Can I smoke here?")
- ★ ★ Soc-19 Give simple compliments about food, clothing, or housing. ("I like your watch.")
- Soc-20 Ask simple questions about another person's name and background. ("Who's that?" [Tran.] "Where's he from?" [Vietnam.]
- Soc-21 Identify major United States holidays. ("New Years Day"; "Thanks-giving"; etc.)

## Level 3-Continued

### TELEPHONE

There are no competencies for Telephone at this level.

### TIME

- ★ ★ Tim-10      Ask about and give dates when asked. ([When is your daughter's birthday?] "November 23rd.")
- ★ ★ Tim-11      Write the date as requested on a variety of forms.
- Tim-12      Ask and answer questions using general time phrases. ([When does school start?] "Next Monday." [When did you come to the U.S.?] "Last year.")
- Tim-13      Read and write clock time. (A QUARTER AFTER TEN — 10:15; TWENTY MINUTES TO ELEVEN — 10:40)

## Level 4

### CLARIFICATION

- ★ ★ Cla-12 Ask for clarification using a partial question with appropriate gestures. ([Go to the cafeteria.] "Go to ... ?")
- ★ ★ Cla-13 Spell or write something for purposes of clarification.
- ★ ★ Cla-14 Repeat instructions to verify comprehension. ([Go to Room 4.] "Room 4?")

### DIRECTIONS

- ★ ★ Dir-11 Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)

### MONEY

- Mon-8 Report problems in using coin-operated machines. ("I lost a quarter in the machine.")

### PERSONAL IDENTIFICATION

There are no competencies for Personal Identification at this level.

### SOCIAL LANGUAGE

- ★ ★ Soc-22 Give basic information about the journey from the native country to the United States. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
- Soc-23 Suggest appropriate clothing/activities based on the weather. ("It's very cold. You should wear a hat.")
- Soc-24 Talk about personal interests, recreation, or hobbies. ("I like to cook.")
- Soc-25 Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")
- Soc-26 Thank someone for help or for a gift in a variety of ways, ("Thank you for the gift. It's very nice.")

### TELEPHONE

- ★ ★ Tel-7 When answering the telephone, locate the person requested or indicate that the person is not there, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")
- ★ ★ Tel-8 Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")
- Tel-9 Make a long-distance call by direct dialing, or with the help of an operator.

### TIME

There are no competencies for Time at this level.

## Level 5

### CLARIFICATION

- ★ ★ Cla-15 Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")
- Cla-16 Ask for clarification by giving alternatives. ("Fifteen or fifty?")
- Cla-17 Rephrase one's own explanation/statement. ("He's not here." [What?] "He's absent.")

### DIRECTIONS

- ★ ★ Dir-12 Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")
- Dir-13 Use a map to find a place.

### MONEY

There are no competencies for Money at this level.

### PERSONAL IDENTIFICATION

There are no competencies for Personal Identification at this level.

### SOCIAL LANGUAGE

- ★ ★ Soc-27 Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")
- ★ ★ Soc-28 Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")
- ★ ★ Soc-29 Ask about the appropriateness of actions according to customs/culture in the United States. ("Is it all right to wear my shoes in the house?")
- ★ ★ Soc-30 Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")
- ★ ★ Soc-31 Request advice about resolving personal problems. ("I had an accident. What should I do?")
- Soc-32 Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")
- Soc-33 Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

### TELEPHONE

- ★ ★ Tel-10 Take a short telephone message. ("Dr. Smith called. Call him back at 10:00.")
- ★ ★ Tel-11 Leave a short message. ("This is Tran. I'll call back at 9:00.")

## Level 5 -Continued

- |     |        |   |
|-----|--------|---|
| ★ ★ | Tel-12 | Use the telephone book to find telephone numbers.   |
|     | Tel-13 | Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.                       |
|     | Tel-14 | Respond appropriately to recorded messages and instructions. ([At the sound of the tone, leave your name and number.] "This is Tran. Please call me. My number is ...") |

### TIME

There are no competencies for Time at this level.

## Level 6

### CLARIFICATION

- ★ ★ Cla-18      Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office." [What?] "There is a box in the hall. Take it to the office.")

### DIRECTIONS

- Dir-1      Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")

### MONEY

- Mon-9      Write information related to personal income on forms, such as employment and training applications.

### PERSONAL IDENTIFICATION

- ★ ★ Per-17      Describe self and members of immediate and extended family, giving specific details about background.

### SOCIAL LANGUAGE

- ★ ★ Soc-34      Initiate and maintain a conversation about movies, TV shows, sports events, and speakers/formal talks on most non-technical subjects.  
Soc-35      Order a meal from a menu in a restaurant.  
Soc-36      Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")  
Soc-37      Get information about the weather, time, business hours, etc., from most recorded announcements.  
Soc-38      Enter into ongoing social conversations on a variety of topics.

### TELEPHONE

- Tel-15      Use the yellow pages of the telephone book to find specific types of businesses, products, and services.  
Tel-16      Make and receive collect and person-to-person, operator-assisted calls.

### TIME

There are no competencies for Time at this level.



## **Level 7**

### **CLARIFICATION**

- ★ ★ Cla-19            Paraphrase complex ideas or difficult concepts.

### **DIRECTIONS**

- ★ ★ Dir-15            Write and follow simple directions to a place which are given over the telephone.

### **MONEY**

There are no competencies for Money at this level.

### **PERSONAL IDENTIFICATION**

- ★ ★ Per-18            Fill out a variety of forms including — but not limited to — credit applications, tax forms, medical forms, and school registration forms.

### **SOCIAL LANGUAGE**

There are no competencies for Social Language at this level.

### **TELEPHONE**

- ★ ★ Tel-17            Use the telephone to make routine social plans.  
★ ★ Tel-18            Use the telephone to obtain detailed information about products, services, and entertainment.

### **TIME**

There are no competencies for Time at this level.

## PART III—COMPETENCIES LISTED BY TOPIC

### BANKING

#### Level 1

- ★ ★ Ban-1 Endorse a check.  
Ban-2 Provide proper ID upon request to cash a check or money order.  
([Can I see some identification?])

#### Level 2

- ★ ★ Ban-3 Ask to cash a check or money order. ("Can I cash this check?")  
Ban-4 Buy a money order. ("A money order for \$50.00, please.")

#### Level 3

- ★ ★ Ban-5 Write a check.  
Ban-6 Fill out a money order, including date, amount, name of addressee,  
own name and signature.

#### Level 4

- ★ ★ Ban-7 Fill out deposit/withdrawal slips.  
Ban-8 Buy and fill out an international money order.

#### Level 5

- ★ ★ Ban-9 Fill out the required forms to open a checking or savings account with  
assistance.  
Ban-10 Read a savings and checking account statement.

#### Level 6

There are no competencies for Banking at this level.

#### Level 7

- Ban-11 Fill out a loan application with assistance.

★ ★	Key competency
( )	Language example for competency statement
[ ]	Language example that students are expected to listen to and understand
(" ")	Language example that students are expected to produce
(CAPITALS)	Language example that students are expected to read and understand

## COMMUNITY SERVICES

### Level 1

- ★ ★ CmS-1 Read emergency words. (FIRE, POLICE, POISON)
- ★ ★ CmS-2 Read, say, and dial telephone numbers of emergency services. (FIRE-991)
- ★ ★ CmS-3 Spell name and address and report an emergency in the home by telephone in simple terms. ("Help!"; "Police!")
- ★ ★ CmS-4 Ask for stamps at a post office. ("Two airmail stamps, please.")
- CmS-5 Identify basic facilities, services, and commonly seen community workers in the neighborhood/community. ("Bank"; "money"; "teller." "Hospital"; "sick"; "doctor.")

### Level 2

- ★ ★ CmS-6 Report an emergency in person. ("Help! Fire in Apartment 2A!")
- ★ ★ CmS-7 Correctly address an envelope/package, including return address.

### Level 3

- CmS-8 Provide upon request proof of address or other necessary information in order to obtain a library card. ([Can I see your driver's license?] "Yes, here you are.")
- CmS-9 Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")
- CmS-10 Ask and answer questions about the name of own or child's school, teacher, class, and time. ([Which school does your child go to?] "Lincoln School.")

### Level 4

- CmS-11 Read and interpret common signs regarding hours in public areas. (PARK CLOSED 6:00)
- CmS-12 Fill out a change of address form, with assistance.
- CmS-13 Ask simple questions to determine correct postage. ("How much is this letter by airmail?")

### Level 5

- CmS-14 Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")
- CmS-15 Respond to postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. ([What's inside?] "Clothing." [What's the value?] "\$25.00.")
- CmS-16 Respond to serious weather conditions based on a TV, radio, or telephone warning. ([There's a tornado watch until 10:00 tonight.]
- CmS-17 Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")

## COMMUNITY SERVICES -continued

- CmS-18 Read and respond appropriately to written communications from child's school — shortened school day, vacation, parent-teacher meeting.
- CmS-19 Read basic information on child's report card. (P = PASS; F = FAIL)
- CmS-20 Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")
- CmS-21 Fill out postal forms, such as letter registration forms, without assistance.
- CmS-22 Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

### Level 6

- ★ ★ CmS-23 Assist others in reporting an emergency with limited translation as necessary.
- CmS-24 Obtain information about local public recreational facilities and entertainment from pre-recorded messages.
- CmS-25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
- CmS-26 Read information about education, health, and other community services in a community newsletter.
- CmS-27 Accompany and assist a person at a clinic or in an emergency room.

### Level 7

- ★ ★ CmS-28 Report a suspected loss or theft. ("I didn't get my check in the mail. I think someone stole it.")
- CmS-29 Get information from local media sources — newspaper, TV, and radio — on education, legal aid, health, and other community services — to obtain a fishing license, legal advice, etc.
- CmS-30 Order merchandise by mail.
- CmS-31 Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")

## EMPLOYMENT — FINDING A JOB

### Level 1

- ★ ★ EFJ-1 State previous occupation(s) in simple terms. ("Cook.")
- ★ ★ EFJ-2 State current job status. ([Do you have a job?] "No." or "Yes.")
- EFJ-3 State desire to work in simple terms. ("I want a job.")

### Level 2

- ★ ★ EFJ-4 State own job skills in simple terms. ("I can cook.")
- ★ ★ EFJ-5 Copy basic personal information onto a simple job application form. (NAME; SOCIAL SECURITY NUMBER; AGE; ADDRESS)
- EFJ-6 Read "HELP WANTED" sign.
- EFJ-7 Identify some common entry-level jobs which can be held by those with limited English ability.

### Level 3

- ★ ★ EFJ-8 Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment. ([What was your job?] "Cook." [How long?] "Ten years.")
- ★ ★ EFJ-9 Fill out a simple job application form, excluding previous or current occupation(s) and dates of employment.
- ★ ★ EFJ-10 Ask others for help in finding a job, e.g. from a sponsor, job developer, or friends. ("I need a job.")
- ★ ★ EFJ-11 Inquire about job openings and determine a time for an interview in person. ("Is there a job opening for a housekeeper?" [Yes.] "What time can I interview?" [Monday, at 9:00])
- ★ ★ EFJ-12 State own situation in regard to work shifts, starting date, specific hours, and payday. ("I can work 3 to 11.")
- EFJ-13 Answer basic direct questions about pay, work availability, and hours. ([Is \$4.00 an hour OK?] "Yes." [When can you start?] "Tomorrow." [Can you work nights?] "Yes.")
- EFJ-14 Express concerns and fears about the job in simple terms. ("The job is dangerous.")

### Level 4

- ★ ★ EFJ-15 Read want ads and identify skills needed for a job.
- ★ ★ EFJ-16 Describe previous work experience, job skills, qualifications and training, including degrees of ability. ("I can fix trucks"; "I have a lot of experience.")
- EFJ-17 Read signs and notices posted at a work-site, agency, etc., advertising positions available; ask for clarification if necessary. Indicate several general types of entry-level work in the U.S. and their respective duties, qualifications, and working hours. ("Factory work"; "sort parts"; "no experience required"; "full-time.")
- EFJ-19 Answer basic questions about educational background, including dates and location(s) (by country). ([What is your educational background?] "I finished high school in Iraq in 1970.")
- EFJ-20 State long-term work goals. ("I'd like to be a supervisor.")

## EMPLOYMENT — FINDING A JOB -continued

### Level 5

- ★ ★ EFJ-21 Fill out a standard job application form; ask for assistance when needed.
- ★ ★ EFJ-22 Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
- ★ ★ EFJ-23 Find out about benefits for a new job. ("What kinds of benefits are available?")
- ★ ★ EFJ-24 State own ability to use tools, equipment, and machines. ("I can operate a fork-lift.")
- ★ ★ EFJ-25 State own strengths related to work. ("I learn quickly.")
- EFJ-26 Respond appropriately to an employer's decision about a job, whether accepted or rejected. ([I'm sorry, but the job is filled.] "Do you have any other openings?")

### Level 6

- ★ ★ EFJ-27 Make a follow-up call about a job application. ("Did the manager review my application?")
- ★ ★ EFJ-28 Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" [Yes, we do.] "What jobs are available?")
- EFJ-29 Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
- EFJ-30 Write a basic resume with assistance.

### Level 7

- EFJ-31 Write a cover letter and follow-up letter when applying for a job, with assistance.

# EMPLOYMENT — ON THE JOB

## Level 1

- ★ ★ EOJ-1 Ask if a task was done correctly. ("OK"?)
- ★ ★ EOJ-2 Ask simple clarification questions about routine job tasks and instructions. ("Please repeat."; "Do this?")
- ★ ★ EOJ-3 Respond to simple direct questions about work progress and completion of tasks. ([Are you finished?] "No.")
- ★ ★ EOJ-4 Ask supervisor or co-worker for help. ("Can you help me?")
- ★ ★ EOJ-5 Sign name on timesheet.
- ★ ★ EOJ-6 Respond to simple oral warnings or basic commands about safety. ([Watch out!])
- ★ ★ EOJ-7 Read common warning or safety signs at the work-site. (DANGER)
- ★ ★ EOJ-8 Read alpha-numeric codes. (AF 47)
- ★ ★ EOJ-9 Give simple excuses for lateness or absence in person. ("I was sick yesterday.") \*

## Level 2

- ★ ★ EOJ-10 State need for frequently used materials. ("I need boxes.")
- ★ ★ EOJ-11 Report work progress and completion of tasks. ("I'm finished.")
- ★ ★ EOJ-12 Find out about the location of common materials and facilities at the work-site. ("Where is the supply room?")
- ★ ★ EOJ-13 Follow simple one-step oral instructions to begin and to perform a task which is demonstrated, including simple classroom instructions. ([Put these away.])
- EOJ-14 Ask for permission to leave work early or to be excused from work. ("Can I go home?")
- EOJ-15 Give simple excuses for lateness or absence on the telephone. ("My name's Tran. I'm sick today.")

## Level 3

- ★ ★ EOJ-16 Follow simple oral instructions which contain references to places or objects in the immediate work area. ([Get me the box over there.])
- ★ ★ EOJ-17 Modify a task based on changes in instructions. ([Wait! Don't use that.])
- EOJ-18 Ask/tell where a co-worker is ([Where's Tran?] "He's in the cafeteria.")

## Level 4

- ★ ★ EOJ-19 Give simple one-step instructions to co-workers. ("Put the tools over there.")
- ★ ★ EOJ-20 Follow simple two-step instructions on the job. ([Take this and put it on the shelf.])
- ★ ★ EOJ-21 Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work. ("I'm sorry. I won't do it again.")
- ★ ★ EOJ-22 Give specific reasons for sickness, absence, or lateness. ("I had the flu. I had to go to the doctor.")



## EMPLOYMENT — ON THE JOB -continued

- ★ ★ EOJ-23 Report specific problems encountered in completing a task. ("I don't have any more paper.")
- EOJ-24 Read first name and department on employer name tags. (ROSE. DEPARTMENT 10)

### Level 5

- ★ ★ EOJ-25 Respond to multiple-step oral instructions without visual references. ([Take the box in the hall to the mailroom and put it on the top shelf.] )
- ★ ★ EOJ-26 Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")
- EOJ-27 State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in three weeks because I'm moving.")
- EOJ-28 Request a letter of reference. ("Could you write a reference letter for me?")

### Level 6

- ★ ★ EOJ-29 Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")
- EOJ-30 Read a simple work memo, asking for assistance if necessary.
- EOJ-31 Fill out accident report forms with assistance.
- EOJ-32 Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.
- EOJ-33 Read own employment reviews, including explanations of promotion or probation.
- EOJ-34 Read most simplified on-the-job audio-visual training materials for entry-level jobs.
- EOJ-35 Read and fill out health insurance forms with the use of bilingual reference materials.
- EOJ-36 Read basic non-technical personnel policies and benefit documents with assistance, if needed.
- EOJ-37 Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")

### Level 7

- ★ ★ EOJ-38 Read written safety regulations and operating instructions for tools and equipment.
- EOJ-39 Explain a technique or the operation of a complicated machine, such as a drill press.
- EOJ-40 Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.
- EOJ-41 Write a short work memo.

# HEALTH

## Level 1

- ★ ★ He-1 State own general condition in simple terms. ("I'm tired.")
- ★ ★ He-2 State need for medical help. ("Help. I'm sick.")
- He-3 Read simple signs related to health care. (HOSPITAL; EMERGENCY; PHARMACY; DRUG STORE)

## Level 2

- ★ ★ He-4 Identify major body parts. ("Arm"; "stomach"; "leg.")
- ★ ★ He-5 State major illnesses or injuries. ("Sore throat"; broken arm.")
- ★ ★ He-6 Make a doctor's appointment in person, giving own name, address, and telephone number when asked.
- ★ ★ He-7 Read time and date for a medical appointment from an appointment card. (THURSDAY, DECEMBER 26, AT 3:00)
- ★ ★ He-8 State a need for an interpreter. ("I don't speak English. I speak Vietnamese.")
- He-9 Follow simple instructions during a medical exam. ([Open your mouth; Take off your shirt; Take a deep breath.])
- He-10 Ask for familiar non-prescription medication at the drug store. ("I want a bottle of aspirin.")
- He-11 State others' health problems in simple terms. ("His arm hurts.")
- He-12 Determine and report body temperature as indicated by a thermometer. ("My temperature is 100.")
- He-13 Ask for a patient's room number in a hospital. ("What is Sarem Nouan's room number?")
- He-14 Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office. ("I'm Sarem Nouan. I have a 2:00 appointment." [Which doctor?] "Dr. Smith.")

## Level 3

- ★ ★ He-15 Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")
- ★ ★ He-16 State symptoms associated with common illnesses. ("I have diarrhea.")
- ★ ★ He-17 Read the generic names of common non-prescription medicines. (ASPIRIN; COUGH SYRUP)
- ★ ★ He-18 Read and follow directions on medicine labels, including abbreviations. (TAKE 2 TSP. 3 TIMES A DAY.)
- He-19 Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")
- He-20 Follow simple oral instructions about treatment. ([Stay in bed. Take one pill every day.])
- He-21 Locate facilities within a hospital by reading signs. (X-RAY; CAFETERIA)

## Level 4

- ★ ★ He-22 Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem/matter? Can I go to work?")

## HEALTH — continued

- ★ ★ He-23 Describe own emotional state and explain the reason for it. ("I am sad because I think about my family in Cambodia.")
- ★ ★ He-24 Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time — after school or work hours.
- ★ ★ He-25 Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")
- He-26 Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")
- He-27 State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")
- He-28 Fill out a simple insurance form with assistance.
- He-29 Respond to simple questions about physical condition or disability. ([Do you have any health problems?] "I have allergies.")

### Level 5

- ★ ★ He-30 Telephone or write a simple note to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she had the flu.")
- ★ ★ He-31 Read warnings, storage directions, and emergency instructions. (REFRIGERATE AFTER OPENING; KEEP OUT OF THE REACH OF CHILDREN)
- ★ ★ He-32 Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")
- ★ ★ He-33 Respond to questions about means of payment. ([Do you have Medicaid or personal insurance?] "Medicaid.")
- He-34 Fill out a simple medical history form with assistance. May use bilingual materials if needed.
- He-35 Explain own and others' health problems in detail. ("My back hurts when I lift heavy objects.")
- He-37 Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

### Level 6

- He-38 Fill out a standard medical history form with assistance.
- He-39 Read about and describe some possible side effects of medication. (DROWSINESS MAY RESULT.)
- He-40 Read routine clinic notice/reminders — hours, payment requirements, policies concerning cancelled appointments.

### Level 7

- He-41 Read immunization requirements for school or work.

# HOUSING

## Level 1

- ★ ★ Hou-1 Identify common household furniture/rooms. ("Kitchen"; "bathroom.")
- ★ ★ Hou-2 Read exit route signs in housing. (EXIT; FIRE ESCAPE)
- Hou-3 Identify basic types of available housing. ("Apartment; house.")

## Level 2

- ★ ★ Hou-4 Report basic household problems and request repairs in simple terms. ("The toilet is leaking. Please fix it.")
- ★ ★ Hou-5 Report basic household emergencies by telephone — fire, break-ins, etc.; give and spell name, address, and give telephone number when asked.
- Hou-6 Answer simple questions about basic housing needs. ([What kind of apartment do you want?] "I need three bedrooms.")
- Hou-7 Ask how much the rent is. ("How much is the rent?")
- Hou-8 Read common housing signs. (FOR RENT; STAIRS)

## Level 3

- ★ ★ Hou-9 Ask for information about housing, including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?"; "How many rooms are there?"; "How much is the rent?")
- ★ ★ Hou-10 Identify total amount due on monthly bills. (AMOUNT DUE: \$35.87)
- ★ ★ Hou-11 Arrange a time with the landlord or superintendent to make household repairs, in person. ("Can you fix the furnace this morning?")
- Hou-12 Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")
- Hou-13 Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")

## Level 4

- ★ ★ Hou-14 State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental — date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")
- ★ ★ Hou-15 Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd like to move in on June 19.")
- ★ ★ Hou-16 Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")
- Hou-17 Ask about and follow special instructions on the use of an apartment or housing. ([Take out the garbage on Thursdays])
- Hou-18 Ask about and follow instructions for using/maintaining common household equipment and facilities — defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")
- Hou-19 Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")

## HOUSING - continued

### Level 5

- ★ ★ Hou-20 Arrange for installation or termination of household utilities. ("I'd like to have a telephone installed as soon as possible.")
- ★ ★ Hou-21 Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")
- ★ ★ Hou-22 Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")
- Hou-23 Read classified ads and housing notices.
- Hou-24 Read utility meters and bills.
- Hou-25 Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

### Level 6

- ★ ★ Hou-26 Ask about and describe landlord/tenant responsibilities. ("The landlord has to pay for the gas.")
- Hou-27 State needs and ask specific questions about housing or a rental agreement by telephone. ("Is the rental agreement for one year or two years?")

### Level 7

- ★ ★ Hou-28 Ask about and answer questions regarding a lease or rental agreements.
- Hou-29 Read a non-simplified housing lease or rental agreement and fill it out with assistance.

# SHOPPING

## Level 1

- ★ ★ Sho-1 State basic food needs. ("I need rice.")
- ★ ★ Sho-2 Ask the price of food, clothing, or other items in a store. ("How much is this coat?")
- ★ ★ Sho-3 Read a limited number of basic store signs. (IN; OUT; SALE)
- Sho-4 State basic clothing needs. ("I need a coat.")
- Sho-5 Read aisle numbers. (2B)

## Level 2

- ★ ★ Sho-6 Differentiate sizes by reading tags. (S, M, or L; 8, 10 or 12)
- ★ ★ Sho-7 Read abbreviations for common weights and measures in a supermarket. (LB.; QT.)
- ★ ★ Sho-8 Read common store signs. (IN; OUT; UP; DOWN; CASHIER)
- ★ ★ Sho-9 Ask about and read signs for store hours. (OPEN; CLOSED; SAT. 9 A.M.-12 P.M.)
- ★ ★ Sho-10 Read expiration dates. (EXP. 4/4/84; SELL BY 4/8/82)
- Sho-11 Request size and color for a specific item in simple terms. ("Do you have a small size?")
- Sho-12 Ask for information about places to buy food/clothing/household items. ("Where can I buy rice?")
- Sho-13 Ask for and follow simple directions to locate food/clothing in a store. ("Where are the coats?" [In Aisle 4a])
- Sho-14 Ask for food using common weights and measures. ("One pound of hamburger, please.")
- Sho-15 Order and pay for food at a fast food restaurant. ("A hamburger and a Coke, please.")

## Level 3

- Sho-16 Read prices and weights of various food items and determine the best buy by comparing. (\$1.89/LB., \$1.99/LB.)
- Sho-17 Respond to cashier's questions concerning means of payment. ([Cash or charge?] "Cash.")
- Sho-18 Request a different size or price. ("Do you have a bigger one?")
- Sho-19 Ask for a receipt. ("Can I have a receipt, please?")

## Level 4

- ★ ★ Sho-20 Express a need to return/exchange merchandise and state satisfaction/dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")
- Sho-21 Read supermarket/department store newspaper ads or use coupons for comparative shopping. (FLORIDA ORANGES, 5 LB. BAG \$1.79)
- Sho-22 Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)
- Sho-23 Read a variety of store signs indicating sales or special prices. (REDUCED; TODAY ONLY)
- Sho-24 Request a particular color or style of clothing. ("Do you have this in light blue?")

## SHOPPING — continued

### Level 5

- Sho-25      Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words. ([Wash it in cold water.] "Can I put it in the dryer?")
- Sho-26      Read names of different types of stores. (HARDWARE; JEWELRY)
- Sho-27      Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

### Level 6

- Sho-28      Read food labels and follow directions for preparing food.

### Level 7

- Sho-29      Write a letter to question a bill.
- Sho-30      Read consumer protection laws and product warranties.



# TRANSPORTATION

## Level 1

- ★ ★ Tra-1 Ask the amount of local bus or train fares. ("How much is a bus ticket?")
- ★ ★ Tra-2 Read a limited number of symbols or transportation/pedestrian signs.  
(BUS STOP; WALK/DON'T WALK)
- Tra-3 Ask for a transfer. ("A transfer, please.")

## Level 2

- ★ ★ Tra-4 Ask for a bus, train, or plane destination. ("Where does this bus go?")
- ★ ☆ Tra-5 Read signs indicating bus/train destinations and street names.  
(MAIN STREET)
- Tra-6 Ask for information about a location in an airport, bus or train station.  
(("Where is Gate 10?"))

## Level 3

- ★ ★ Tra-7 Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")
- ★ ★ Tra-8 Respond to common requests. ([Please move to the back of the bus.])
- ★ ★ Tra-9 Ask when or where to get off or on a local bus/train. ("I'm going to the post office. Where do I get off?")
- Tra-10 Buy bus, plane, or train tickets. ("I'd like a one-way ticket to Chicago.")
- Tra-11 Read common signs in an airport or bus/train station. (TO GATES 6-14; TICKETS)
- Tra-12 Read common traffic and pedestrian signs. (ONE WAY; KEEP RIGHT; NO PARKING)

## Level 4

- ★ ★ Tra-13 Ask where a bus/train is going, where it stops, and which buses/trains stop at a given stop. ("Which bus stops at Main Street and Second Avenue?")
- ★ ★ Tra-14 Read an arrival/departure information board in an airport or bus/train station.

## Level 5

- Tra-15 Read printed bus/train schedules.

## Level 6

- Tra-16 Fill out a state driver's license application.
- Tra-17 Ask for information in order to purchase a used car. ("What's the mileage?")
- Tra-18 Answer a police officer's questions regarding a car accident or traffic violation. ([How fast were you going?] "55.")

## Level 7

- Tra-19 Fill out a car accident report.
- Tra-20 Describe common car problems in need of repair. ("My car won't start.")
- Tra-21 Ask and answer questions and read information related to buying car insurance.
- Tra-22 Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's the cheapest way I can fly round-trip from New York to San Francisco?")

## PART IV — COMPETENCIES LISTED BY CROSS-TOPIC

### CLARIFICATION

#### Level 1

- ★ ★ Cla-1 Express a lack of understanding. ("I don't understand.")
- ★ ★ Cla-2 Ask someone to repeat. ("Please repeat it again.")
- Cla-3 Ask someone to speak slowly. ("Please speak slowly.")
- Cla-4 Repeat something when asked to do so. ("My name is Tran." [Could you repeat that?] "My name is Tran.")
- Cla-5 Ask the English word for something. ("What's this?")
- Cla-6 Ask the meaning of something written in English. ("What's this?")

#### Level 2

- ★ ★ Cla-7 Verify the name of something by asking simple yes/no questions. ("Is this the Post Office?")

#### Level 3

- ★ ★ Cla-8 Ask for information or clarification using basic question words. ("How?"; "Go where?")
- ★ ★ Cla-9 Give clarification in response to basic question words. ("Trung is not here." [Who?] "Trung.")
- ★ ★ Cla-10 Ask someone to spell or write something. ("Can you write it for me?")
- Cla-11 Ask about the meaning or the pronunciation of a word. ("What does \_\_\_\_\_ mean?"; "How do you say \_\_\_\_\_?")

#### Level 4

- ★ ★ Cla-12 Ask for clarification using a partial question with appropriate gestures. ([Go to the cafeteria.] "Go to ... ?")
- ★ ★ Cla-13 Spell or write something for purposes of clarification.
- ★ ★ Cla-14 Repeat instructions to verify comprehension. ([Go to Room 4.] "Room 4?")

★ ★	Key competency
( )	Language example for competency statement
[ ]	Language example that students are expected to listen to and understand
(""")	Language example that students are expected to produce
(CAPITALS)	Language example that students are expected to read and understand

## CLARIFICATION — continued

### Level 5

- ★ ★ Cla-15 Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")
- Cla-16 Ask for clarification by giving alternatives. ("Fifteen or fifty?")
- Cla-17 Rephrase one's own explanation/statement. ("He's not here." [What?] "He's absent.")

### Level 6

- ★ ★ Cla-18 Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office." [What?] "There is a box in the hall. Take it to the office.")

### Level 7

- ★ ★ Cla-19 Paraphrase complex ideas or difficult concepts.

## DIRECTIONS

### Level 1

- ★ ★ Dir-1 Ask for the location of common places within a building. ("Where is the bathroom?")
- ★ ★ Dir-2 Ask for the location of a place. ("Where is the bus stop?")
- ★ ★ Dir-3 Read, say, and copy numbers as used on streets and buildings.
- ★ ★ Dir-4 Follow simple oral directions to a place. ([Turn right/left; Go straight.])
- Dir-5 Respond to simple questions about a destination. ([Where are you going?] "To the bank.")
- Dir-6 Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also given orally. ([Go one block. Turn left.])

### Level 2

- ★ ★ Dir-7 State the location of own residence by giving the address and nearest streets, or by referring to familiar landmarks. ("I live near the hospital.")
- ★ ★ Dir-8 Follow simple oral directions to places in a building. ([Upstairs; Third Floor; To Room 14A])

### Level 3

- ★ ★ Dir-9 Give simple directions to a place. ("Turn right/left. Go to the third house.")
- Dir-10 Identify own home and major streets or landmarks on a simplified map. ("I live on 22nd Street.")

### Level 4

- ★ ★ Dir-11 Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)

### Level 5

- ★ ★ Dir-12 Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")
- Dir-13 Use a map to find a place.

### Level 6

- Dir-14 Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")

## **DIRECTIONS — continued**

### **Level 7**

★ ★ Dir-15

Write and follow simple directions to a place which are given over the telephone.

# MONEY

## Level 1

- ★ ★ Mon-1 Identify United States coins and bills by name and value. ("Dime"; "10 cents.")
- ★ ★ Mon-2 Read prices on tags or signs. (\$1.25)
- ★ ★ Mon-3 Use money correctly to pay the total amount requested orally or in written form at a store, post office, vending machine, etc. ([That's \$9.80.]])

## Level 2

- ★ ★ Mon-4 Make or respond to a request for change. ("Do you have change?")
- Mon-5 Make or respond to a request for specific coins. ("Do you have a dime?")
- Mon-6 Read names of coins on coin-operated machines. (NICKELS; DIMES; QUARTERS)

## Level 3

- ★ ★ Mon-7 When incorrect change is received, identify and request correct amount of change from a purchase. ("Excuse me, my change should be \$5.00.")

## Level 4

- Mon-8 Report problems in using coin-operated machines. ("I lost a quarter in the machine.")

## Level 5

There are no competencies for Money at this level.

## Level 6

- Mori-9 Write information related to personal income on forms, such as employment and training applications.

## Level 7

There are no competencies for Money at this level.

## PERSONAL IDENTIFICATION

### Level 1

- ★ ★ Per-1 Respond to basic questions regarding name, ID/Social Security number; country of origin, address, age, birthdate, and marital status. ([What's your name?] "Sarem Nouan.")
- ★ ★ Per-2 Indicate which of own names are first, last, and middle. [What's your last name?] "Tran.")
- ★ ★ Per-3 Spell, read, and print own name.
- ★ ★ Per-4 Copy basic personal information, including name (first and last), ID/Social Security number, address, and age on a simplified form.
- ★ ★ Per-5 Present identification upon request. ([Can I see some identification?])
- Per-6 State ability to speak a language other than English. ("I speak Lao.")

### Level 2

- ★ ★ Per-7 Write and read basic personal information including name, relationship, and age of family members.
- ★ ★ Per-8 Respond to questions about own ethnic group. ([Are you Hmong?] "Yes.")
- ★ ★ Per-9 Spell own name, country of origin, and address when requested.
- ★ ★ Per-10 Respond to questions about own ability to speak, read, and write English and any other language. ([Which languages do you know?] "I can speak Assyrian and Arabic.")
- ★ ★ Per-11 State the number of years of previous education or study of English. ([How many years did you go to school?] "Eight.")
- Per-12 Give the names of familiar people. ([Who is your sponsor?] "Mr. John Doe.")

### Level 3

- ★ ★ Per-13 Fill out a simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr., Mrs., Ms.), citizenship, and maiden name.
- ★ ★ Per-14 State or write the name, relationship, and age of family members.
- ★ ★ Per-15 State or write own physical characteristics, including height, weight, color of hair, eyes.
- Per-16 Provide information about a sponsor, including the name, agency, and contact person, address, and telephone number. ("My sponsor is USCC.")

### Level 4

There are no competencies for Personal Identification at this level.

### Level 5

There are no competencies for Personal Identification at this level.



## PERSONAL IDENTIFICATION — continued

### Level 6

★ ★ Per-17

Describe self and members of immediate and extended family, giving specific details about background.

### Level 7

★ ★ Per-18

Fill out a variety of forms including — but not limited to — credit applications, tax forms, medical forms, and school registration forms.

## SOCIAL LANGUAGE

### Level 1

- ★ ★ Soc-1 Introduce oneself using simple language. ("I'm Sarem.")
- ★ ★ Soc-2 Give and respond to simple greetings and farewells. ([Hello. How are you?] "Fine, thanks. And you?")
- ★ ★ Soc-3 Excuse oneself politely. ("Excuse me.")
- Soc-4 State weather conditions in simple terms. ("It's cold.")

### Level 2

- ★ ★ Soc-5 Answer simple questions about personal background and family. ([How many children do you have?] "Three.")
- ★ ★ Soc-6 State likes and dislikes using simple language. ("I like tea.")
- ★ ★ Soc-7 Respond to simple questions about daily activities and weekly routines. ([What time do you stop working?] "5:00.")
- ★ ★ Soc-8 State general feelings in simple terms. ("I'm tired"; "I'm sad.")
- ★ ★ Soc-9 Respond to common gestures such as handshaking, headshaking to indicate yes/no, beckoning, etc.
- ★ ★ Soc-10 Initiate and respond appropriately to a variety of greetings and farewells in simple terms. ([Have a nice day.] "Thanks. You too.")
- Soc-11 Introduce family, friends, and co-workers using simple language. ("This is Somsy.")
- Soc-12 State food and drink preferences in social conversations, using simple language. ([Do you want coffee?] "No, tea, please.")
- Soc-13 Respond to simple questions about another person's name and background. ([Who's that?] "Ly." [Where's she from?] "Vietnam.")
- Soc-14 Ask for assistance in simple terms. ("Can you help me?")
- Soc-15 Thank someone for help or for a gift in simple terms. ("Thank you.")

### Level 3

- ★ ★ Soc-16 Ask simple questions about daily activities and weekly routines. ("Do you work on Saturdays?")
- ★ ★ Soc-17 Make and respond to invitations and offers in person using simple language. ([Do you want a ride home?] "Yes, thank you.")
- ★ ★ Soc-18 Ask permission to use or to do something. ("Can I smoke here?")
- ★ ★ Soc-19 Give simple compliments about food, clothing, or housing. ("I like your watch.")
- Soc-20 Ask simple questions about another person's name and background. ("Who's that?" [Tran.] "Where's he from?" [Vietnam.]
- Soc-21 Identify major United States holidays. ("New Years Day"; "Thanks-giving"; etc.)

### Level 4

- ★ ★ Soc-22 Give basic information about the journey from the native country to the United States. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")

## SOCIAL LANGUAGE — continued

- Soc-23 Suggest appropriate clothing/activities based on the weather. ("It's very cold. You should wear a hat.")
- Soc-24 Talk about personal interests, recreation, or hobbies. ("I like to cook.")
- Soc-25 Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")
- Soc-26 Thank someone for help or for a gift in a variety of ways, ("Thank you for the gift. It's very nice.")

### Level 5

- ★ ★ Soc-27 Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")
- ★ ★ Soc-28 Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")
- ★ ★ Soc-29 Ask about the appropriateness of actions according to customs/culture in the United States. ("Is it all right to wear my shoes in the house?")
- ★ ★ Soc-30 Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")
- ★ ★ Soc-31 Request advice about resolving personal problems. ("I had an accident. What should I do?")
- Soc-32 Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")
- Soc-33 Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

### Level 6

There are no competencies for Social Language at this level.

### Level 7

- ★ ★ Soc-34 Initiate and maintain a conversation about movies, TV shows, sports events, and speakers/formal talks on most non-technical subjects.
- Soc-35 Order a meal from a menu in a restaurant.
- Soc-36 Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")
- Soc-37 Get information about the weather, time, business hours, etc., from most recorded announcements.
- Soc-38 Enter into ongoing social conversations on a variety of topics.

# TELEPHONE

## Level 1

Note: While use of the telephone in basic survival situations is not expected until Level V, instruction in emergency use of the telephone cannot be postponed until that time.

- ★ ★ Tel-1 Identify the symbol or read the sign for a public telephone. (PHONE; TELEPHONE)
- ★ ★ Tel-2 Read and be able to dial a limited list of telephone numbers, such as those for a school, sponsor, or emergency. (911)
- ★ ★ Tel-3 Identify oneself on the telephone when answering and when calling. ("This is Tran.")
- ★ ★ Tel-4 Request to speak to someone on the telephone. ("Tran, please.")

## Level 2

Note: While use of the telephone in basic survival situations is not expected until Level V, instruction in emergency use of the telephone cannot be postponed until that time.

- ★ ★ Tel-5 Ask for someone on the telephone. ("Is Tran there?")
- ★ ★ Tel-6 Respond to a simple request to "hold" on the telephone. ([Please hold.] )

## Level 3

There are no competencies for Telephone at this level.

## Level 4

- ★ ★ Tel-7 When answering the telephone, locate the person requested or indicate that the person is not there, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")
- ★ ★ Tel-8 Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")
- Tel-9 Make a long-distance call by direct dialing, or with the help of an operator.

## Level 5 :

- ★ ★ Tel-10 Take a short telephone message. ("Dr. Smith called. Call him back at 10:00.")
- ★ ★ Tel-11 Leave a short message. ("This is Tran. I'll call back at 9:00.")
- ★ ★ Tel-12 Use the telephone book to find telephone numbers.
- Tel-13 Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.

## TELEPHONE — continued

- Tel-14      Respond appropriately to recorded messages and instructions. ([At the sound of the tone, leave your name and number.] "This is Tran. Please call me. My number is ...")

### Level 6

- Tel-15      Use the yellow pages of the telephone book to find specific types of businesses, products, and services.
- Tel-16      Make and receive collect and person-to-person, operator-assisted calls.

### Level 7

- ★ ★    Tel-17      Use the telephone to make routine social plans.
- ★ ★    Tel-18      Use the telephone to obtain detailed information about products, services, and entertainment.

# TIME

## Level 1

- ★ ★ Tim-1 Ask and answer basic questions about time, such as: day, , current months, yesterday/today/tomorrow. ([What month is it?] "February.")
- ★ ★ Tim-2 Read clock time on the hour and half hour.
- ★ ★ Tim-3 Read and write digital time on the hour, half hour and quarter hour. (10:15)
- ★ ★ Tim-4 Read the days of the week.
- ★ ★ Tim-5 Identify parts of the day — morning, afternoon, evening, and night.

## Level 2

- ★ ★ Tim-6 Name and read all the days of the week and the months of the year and their abbreviations.
- ★ ★ Tim-7 Read and write dates when expressed in numbers; read and write months when expressed in words. (5/10/82; MAY 10, 1982)
- ★ ★ Tim-8 Read any time expressed in digital terms. (10:23 A.M.)
- Tim-9 Ask and answer basic questions about days, months, and years. Use a calendar.

## Level 3

- ★ ★ Tim-10 Ask about and give dates when asked. ([When is your daughter's birthday?] "November 23rd.")
- ★ ★ Tim-11 Write the date as requested on a variety of forms.
- Tim-12 Ask and answer questions using general time phrases. ([When does school start?] "Next Monday." [When did you come to the U.S.?] "Last year.")
- Tim-13 Read and write clock time. (A QUARTER AFTER TEN — 10:15; TWENTY MINUTES TO ELEVEN — 10:40)

## Level 4

There are no competencies for Time at this level.

## Level 5

There are no competencies for Time at this level.

## Level 6

There are no competencies for Time at this level.

## Level 7

There are no competencies for Time at this level.

# Section Four: TESTING

## PURPOSE

The Testing section discusses the role of testing in a competency-based ELT program and provides information related to selecting and/or developing tests for various testing purposes. It is intended to:

- provide assistance to ELT programs in developing and implementing a competency-based assessment system;
- introduce the Basic English Skills Test (B.E.S.T.), a standardized proficiency test assessing basic functional language skills in an adult life skills context.

## PROCESS OF DEVELOPMENT

The B.E.S.T. (Form A) was developed in 1982 by the Center for Applied Linguistics as a standardized proficiency test to complement competency-based adult ESL curricula and texts. In Phase II of the MELT Project, three new versions of the B.E.S.T. (Forms B,C,D) were developed. The three versions, along with the SPL and the Core Curriculum documents, were field-tested during Phase III of the MELT Project. The seven MELT demonstration projects administered the B.E.S.T. to adult refugee students, and compared and examined the equivalency of the B.E.S.T. to local program testing instruments. In addition, the MELT demonstration projects sites collected, analyzed, and compared the field-test data and information as it related to:

- placement of students into local programs,
- student achievement of competencies,
- movement of students from one Student Performance Level to the next,
- movement of students from one Core Curriculum instructional level to the next.

The major outcomes of the MELT demonstration sites activities were:

- Three validated versions of the B.E.S.T. (Forms B,C,D).
- Guidelines for testing practices in a competency-based ELT program.

## TESTING SECTION CONTENTS

The Testing section of the MELT Package includes information in the following areas.

- Testing Types
  - Placement Testing
  - Achievement Testing
  - Proficiency Testing
- Student Assessment in a Competency-Based ELT Program
  - Selecting and/or Developing Assessment Instruments
  - Performance Objectives and Applied Performance Testing
- The Basic English Skills Test
  - Overview
  - Development
  - Content Outline

- Guidelines for Using the Testing Section
- Relationship of the B.E.S.T. to the other MELT documents
  - Student Performance Levels
  - Core Curriculum Document

Sample pages of the B.E.S.T., excerpts from the B.E.S.T. Administration Manual, and examples of competency checklists are included in the appendix.

## TESTING TYPES<sup>1</sup>

### Placement Testing

Placement tests are administered at the time a student enters a program. Their purpose is to place students into the correct level of instruction. They must, therefore, effectively discriminate student abilities by local program level.

The length and type of test is often determined by practical, programmatic constraints: staff and resource availability, numbers of students tested at any given time, and the need to maintain test security. Many programs find that a short and easily administered test is preferable. Graded tests, those that progress from easy to difficult items, shorten administration time and eliminate unnecessary student frustration. A single interpretive test or a battery of tests may be used in placement testing. In either case, the testing process should address assessment of those skills which are emphasized in the curriculum.

A program may desire to use a published standardized test or the following techniques in designing a placement test appropriate to the local program. Suggested techniques for assessing the students' abilities in each of the skills areas are:

- Listening: responding to spoken cues by pointing to an appropriate picture, or performing a task.
- Speaking: participating in structured interviews with or without visual cues; role-play.
- Reading: selecting appropriate answers based on selected vocabulary or readings (For example, word, sentence, paragraph, advertisement, labels, etc.); cloze exercise.
- Writing: demonstrating "real life" writing tasks (For example, completing forms; writing checks, writing personal notes); fill-in-the-blank (Alphabet, number).

### Achievement Testing

Achievement tests are used for the purpose of measuring students' achievement of the local curriculum objectives. They should be criterion-referenced. It is important that care be taken to ensure that programs test what they teach and teach what they test. Achievement tests should measure whether or not students have mastered the skills taught in a single unit or instructional cycle.

Programs with large numbers of students or with limited resources for individualized and/or modularized instruction may find testing at the end of an instructional cycle most appropriate.

Regardless of which time frame is selected, if student assessment results are to be used to make decisions about the students' movement through the local program levels, the local program must develop standards related to: the selection, development, content, and administration of the tests, criteria for interpreting the test results, and determination of how the results are to be used.<sup>2</sup>

<sup>1</sup>For more detailed information on testing types and procedures refer to the Bibliography.

<sup>2</sup>Selecting and/or Developing Assessment Instruments, pp. 31-32 .



## Proficiency Testing

Proficiency tests, being more global in nature, may not exactly match a curriculum, but they should reflect the type of skills that the curriculum emphasizes. For example, a life skills proficiency test would not be appropriate in a program that emphasizes mastery of grammatical structures or vice-versa. It is critical to test the skills that are taught — the skills that are given the highest priority in the local instructional program.

The B.E.S.T. is a life skills proficiency test reflecting a competency-based curricular approach. It assesses a student's ability to use the English language for real-life purposes. It can be used in a refugee ELT program for placement or achievement in conjunction with other program-specific assessment measures.<sup>3</sup>

## STUDENT ASSESSMENT IN A COMPETENCY-BASED ELT PROGRAM

One of the advantages of using a competency-based approach to language teaching is that assessment is built-in. The task of assessing what the students have learned is based on previously specified real-life competency objectives. Testing instruments for placement and achievement directly relate to the curriculum in the local instructional program.

### Selecting and/or Developing Assessment Instruments

Competency-based ELT programs for refugees focus on the teaching of life skills and on the basic language skills necessary to perform the life skills. Commercially available ESL language tests may be reliable and valid for testing basic language skills but may not relate directly to the local program's curriculum. Life skills tests<sup>4</sup> appropriate for adult refugees are not readily available or may not be directly related to an ELT program's curriculum. Thus, in developing an assessment system for an ELT program, the local program will need to select and/or develop tests that are appropriate to competency-based ELT curricula and more specifically to the local program's ELT curriculum.

In order to accomplish this task, decisions will have to be made as to:

1. The criteria for movement or advancement within and exit from the local programs:
  - attainment of competencies
  - attainment of key competencies for a specific level
  - a determined score on a test or tests
  - communicative ability
  - instructor's subjective judgment
  - a combination of two or more of the above factors
2. The test(s) content:
  - attainment of competencies
  - aural/oral skills (communicative ability, pronunciation)
  - literacy/reading/writing skills
  - grammatical structures
  - a combination of two or more of the above factors

---

<sup>3</sup>It is important to note that while the B.E.S.T. provides information on individual or whole class language proficiency achievement, it is not an achievement test since it does not specifically relate to a particular ELT curriculum.

<sup>4</sup>The Basic English Skills Test is one such test (see bibliography).

3. Time and staffing constraints affecting the assessment process:
  - length of the test
  - method of testing: paper and pencil, oral interview, applied performance/ task demonstration, instructor observation, combination of methods
  - test administration
4. Required recordkeeping:
  - test scores
  - competency check lists
  - student/class profiles
  - a combination of two or more of the above
5. Feedback provided (how and to whom):
  - students
  - administrators
  - funding agency
  - community

These local ELT program decisions assist in determining what testing instrument should be used and when. Usually a combination of commercially and locally produced tests is found to be the most appropriate.

## Performance Objectives and Applied Performance Tests

Performance objectives play a major role in student evaluation in a competency-based curriculum. Development of specific performance objectives for key competencies in each level of instruction can provide the contexts within which students learn and practice language and standards for evaluation of students' ability to perform. The objectives should identify the type of performance (request, call, explain), specify the task to be performed and its conditions, and specify the criteria for judging successful performance.<sup>5</sup>

Applied performance tests are an alternative to using published, standardized tests or other paper and pencil tests to certify that students have mastered the competencies that have been identified for them in the curriculum. Applied performance tests require students to demonstrate their ability to use the language taught to perform a given task. While actual performance in a real-life situation is the ideal measure of competency, it is often not possible to measure in most instructional programs. Applied performance tests which provide a simulation of a real-life situation are a viable alternative.

Demonstration of performance can take a variety of forms:

**Simulation** — a certain environment, such as a store, bank, post office, or workplace is replicated in the classroom or testing area, and students perform a specific task characteristic of that environment. (e.g., In a store simulation, a student presents a receipt to exchange/return merchandise, and gives a reason.)

**Role-Play** — a situation is established in which students react by playing a role — for example, using classroom telephones, a student role-plays the parent of a sick child and calls the clinic for advice.

---

<sup>5</sup>See the Core Curriculum section and Appendix III 4 for a more detailed description of performance objectives and specific examples

**Contact Assignment** — a student is sent out into the "real world" to accomplish a given task. (For example, a student will find out about various kinds of checking accounts by visiting a bank and talking to a bank official and provide evidence of successful completion of the task.)

**Performance** — the actual performance of some life skills is feasible in a classroom setting. (For example, a student may take and read another student's temperature.)

Competency check lists can be incorporated into an achievement plan for each level of instruction. Successful completion of the tasks identified as well as additional assessment information, such as test scores, teacher judgment, etc., are recorded for each student and can assist in determining when the student is ready to progress to the next level of instruction.<sup>6</sup>

A reliable and valid criterion-referenced test can be used to confirm the results from other measurements used. Whatever tests are selected for placement, diagnosis, achievement, or advancement purposes in a competency-based ELT program, it is important that they be reliable and valid. The tests should:

- provide consistent scores for the same individual when he/she takes the test on more than one occasion.
- provide an accurate measure of whatever the test is designed to measure (e.g., for placement, predict the appropriate level for the student; for achievement, measure attainment of the instructional objectives).

## THE BASIC ENGLISH SKILLS TEST

The following descriptions are adaptations of the overview and test development sections of the Test Manual for the Basic English Skills Test. The B.E.S.T. itself is not included in the MELT Package for security reasons. Sample pages of the B.E.S.T. and the test administration manual are included in the appendix.

### Overview

The B.E.S.T. is a test of elementary listening comprehension, speaking, reading, and writing. It is intended for use with limited-English-speaking adults for whom information on the attainment of basic functional language skills is needed. The test consists of two sections: a Core section and a Literacy Skills section.

The Core section of the B.E.S.T. is an individually administered face-to-face interview requiring 10-15 minutes per examinee. It includes a series of simulated real-life listening comprehension and speaking tasks, such as telling time, asking for directions, handling verbal terms for money, and conversing socially at a basic level.<sup>7</sup> Also included is a reading task (recognition of a series of sight words) and a writing task (completion of a short biographical data form) which together serve as a screening device to identify examinees for whom the Literacy Skills section would be appropriate.

Pronunciation is assessed by taking into account the examinee's general performance throughout the Core section of the B.E.S.T. A global rating is given.

The Literacy Skills section, which may be administered either individually or on a group basis, presents a variety of reading tasks ranging from recognizing dates on the calendar and understanding food and clothing labels to reading bulletin announcements and newspaper want ads. Writing tasks range from addressing an envelope and writing a rent check to filling out an application form and writing a short passage on a biographical topic. Testing time for the Literacy Skills section is one hour.

---

<sup>6</sup>Examples of competency check lists are found in Appendix IV. 1-4

<sup>7</sup>See Chart A for further details on B.E.S.T. content.

The B.E.S.T. is designed to provide useful information in three basic areas:

- (1) evaluating the extent and nature of students' English language proficiency on entry into language training courses, for purposes of appropriate class placement or for planning individualized learning activities best suited to a given student.
- (2) determining the progress of individual students, or the class as a whole, in developing functional proficiency in English with respect to the types of "survival" and pre-vocational language-use situations represented in the test.
- (3) providing diagnostic feedback concerning students' acquisition or lack of acquisition of each of the particular language-use tasks included in the test (for example, telling time, dealing with money, etc.). This information may be used for overall course planning or individual remedial instruction.

# CHART A – Content Outline

TOPIC AREAS	CORE SECTION				LITERACY SKILLS SECTION	
	Speaking	Listening	Reading	Writing	Additional Reading	Additional Writing
Greetings, Personal Information	Greets, gives name, spells name, states where from, how long in U.S.		Reads "Name" and "Address" on form	Fills out simple data form		Fills out more complex form; writes personal note to a friend
Time/Numbers	Tells time on clock	Understands spoken time	Reads time on clock		Locates given dates on calendar; finds telephone numbers in directory; reads train schedule; reads store hours	Writes date of birth on form
Money/Shopping for Food, Clothing	Asks "How much...?", "Where is...?" Compares shopping in U.S. and native country	Understands spoken price; shows correct coins			Reads price, price per lb., and other information on food labels; reads price, size, etc. on clothing labels	
Health and Parts of Body	Describes ailment, condition	Shows understanding of parts of body			Reads medical appointment card; reads prescription medicine label	
Emergencies/Safety	Describes accident scene		Matches signs, e.g., CLOSED, STOP, etc., with appropriate photographs		Reads excerpts from driver's manual	
Housing	Identifies rooms of house, household activities				Reads ad for apartment	Fills out rent check; addresses envelope to landlord; writes note to landlord
Directions/Clarification	Asks for, gives directions Asks for, gives clarification	Understands spoken directions	Reads map		In addition to the above, the Literacy Skills section tests comprehension of general reading materials (e.g., newspaper articles, school notices)	
Employment/Training	Describes entry-level jobs and own job preferences; gives basic personal information in interview				Reads job want ad	Writes note to teacher explaining absence

## **Test Development**

The B.E.S.T. is a cooperative venture among ESL teachers, administrators, and test developers. Principal funding for test planning, preparation, and initial administration was provided by the Office of Refugee Resettlement. Test developers were members of the Center for Applied Linguistics (CAL) staff. Form A of the B.E.S.T. was developed in 1982. Forms B, C, and D were developed during Phase II of the MELT Project and field-tested by seven geographically diverse MELT demonstration projects during Phase III (1984).

Through a working conference early in the test planning stage, both the topical and linguistic elements to be tested were identified. Conference participants identified topic areas as crucial to "survival level" competency in English (e.g., personal identification; completing simple forms, checks, etc.). Grammatical structures considered necessary for the accomplishment of these tasks included the simple present and present progressive tenses, "yes"- "no" and "wh-" questions, and negation. Priority functions included imparting information, seeking information, and seeking clarification.

In the development of Forms B, C, and D, topics and tasks to be included were re-examined. A new section testing work-related language was added and comments from users of the 1982 version were incorporated into the new forms. Chart A shows the grouping of topics and distribution of language tasks across the skill areas of listening or comprehension, speaking, reading, and writing. The content is basically the same for all three of the new forms of the test.

Field-test versions of both the Core and Literacy Skills sections for Forms B, C, and D were developed and administered over a six-month period (from December 1983 to June 1984) at the MELT demonstration sites. All tests were administered and scored by ESL teachers and program supervisors, based on CAL tester-training sessions and detailed written instructions.

## **GUIDELINES FOR USING THE TESTING SECTION**

The testing section was designed as an integral part of the total MELT Package to assist in overall program planning. However, it can also be used independently from the other MELT sections as a general reference for developing and implementing an assessment system in any ELT program.

## **RELATIONSHIP OF THE B.E.S.T. TO THE OTHER MELT DOCUMENTS**

The B.E.S.T. assists in addressing the issue of standardization as it relates to movement of students from one student performance level to another and to advancement from one local instructional level to the next. It is linked to both the SPL and Core Curriculum documents.

## Student Performance Levels (SPL)

The B.E.S.T. is correlated to the SPL document. A range of B.E.S.T. scores is provided for Student Performance Levels 0-VII and can be used to establish or verify a student performance level (see Table 1). The Student Performance Level document, in return, provides a narrative interpretation of B.E.S.T. scores.

<b>TABLE 1</b>	
Correlation of the Student Performance Levels and B.E.S.T. Scores. <sup>a</sup>	
SPL	B.E.S.T. Scores
0	0- 8
I	9-15
II	16-28
III	29-41
IV	42-50
V	51-57
VI	58-64
VII	65-

## Core Curriculum Document

Although the B.E.S.T. does not relate directly to the competencies in the Core Curriculum document, it is a competency-based test intended to assess adult students' life skills. Thus it accurately reflects the skills emphasized in the Core Curriculum document. The manner in which an ELT program uses the B.E.S.T. depends on local program needs, goals, and constraints.

---

<sup>a</sup>Based on B.E.S.T. Core section data, see B.E.S.T. manual, Appendix IV 6, p. 12 for correlation of the SPL and B.E.S.T. Literacy Skills section.



## LIST OF APPENDIXES

### APPENDIXES TO SECTION ONE: INTRODUCTION

- I.1 MELT Demonstration Project Information
- I.2 MELT Demonstration Site Information
- I.3 Description of MELT Student Population

### APPENDIX TO SECTION TWO: STUDENT PERFORMANCE LEVELS

- II.1 Student Performance Levels - Abbreviated Version

### APPENDIXES TO SECTION THREE: CORE CURRICULUM

- III.1 Index of Grammatical Structures
- III.2 Literacy Enabling Skills
- III.3 Pronunciation
- III.4 Examples of Performance Objectives
- III.5 Needs Assessment #1 - International Institute of Boston
- III.6 Needs Assessment #2 - International Institute of Rhode Island, Inc. -  
Persona Educational Division
- III.7 Needs Assessment #3 - San Diego Community College District Continuing  
Education Centers
- III.8 Adapted Local Curriculum #1 - Excerpts from the Refugee Education and  
Employment Program Curriculum
- III.9 Adapted Local Curriculum #2 - Tri-State MELT Project, Migration and  
Refugee Resettlement Services of Columbus, Ohio
- III.10 Lesson Plan #1 - San Francisco Community College Centers
- III.11 Lesson Plan #2 - San Francisco Community College Centers
- III.12 Lesson Plan #3 - Spring Institute for International Studies MELT  
Project, International Institute of Metropolitan St. Louis

### APPENDIXES TO SECTION FOUR: TESTING

- IV.1 Competency Checklist #1 - San Diego Community College District  
Continuing Education Centers
- IV.2 Competency Checklist #2 - San Diego Community College District  
Continuing Education Centers
- IV.3 Competency Checklist #3 - Refugee Education and Employment Program
- IV.4 B.E.S.T. Sample Pages - Core Section, Form C
- IV.5 B.E.S.T. Sample Pages - Literacy Skills Section, Form C
- IV.6 Excerpts from the B.E.S.T. Manual (pp. 1-12)

### BIBLIOGRAPHY

### ESL LANGUAGE TESTS

### GLOSSARY OF MELT RESOURCE PACKAGE TERMS



# APPENDIX I.1 MELT DEMONSTRATION PROJECT INFORMATION

<u>MELT Demonstration Projects and Sites</u>	<u>MELT Students</u>	<u>Student Proficiency Levels</u>
International Institute of Boston, Boston, MA	129	I-VI
International Institute of Rhode Island, Inc. Project Persona, Providence, RI	134	I-VII
Gloria Dei Refugee Program		I-VI
Genesis Preparatory School for Indochinese		I-VII
Refugee Education and Employment Program, Arlington, VA	124	II-VI
San Diego Community College District Continuing Education Centers, San Diego, CA	363	I-V
San Francisco Community College District Centers Division, San Francisco, CA	156	I-VI
Spring Institute for International Studies, Denver, CO	255	
Canyon High School, Ogden, Utah		III-VI
Salt Lake Skills Center, Salt Lake City, UT		II-VI
Salt Lake Community Education, Salt Lake City, UT		I-V
Spring Institute for International Studies, Denver, CO		II-III
Emily Griffith Opportunity School, Denver, CO		0-VII
Western Iowa Technical Community College, Sioux City, IA		I-VI
Proteus Employment Opportunities, Des Moines, IA		I-VI
International Institute, St. Louis, MO		0-VIII
Tri-State MELT - Northwest Educational Cooperative, Arlington Heights, IL	214	
Champaign County OIC Refugee Project, Champaign, IL		0-V
Migration and Refugee Resettlement Services of Columbus, OH		I-VI
Minneapolis Public Schools Adult and Continuing Education, Minneapolis, MN		III-VII
Rock Valley College Refugee Program, Rockford, IL		I-IV
Truman College Refugee Program, Chicago, IL		II-VI
Total	1,375	

## APPENDIX I.2 MELT DEMONSTRATION SITE INFORMATION

### INTERNATIONAL INSTITUTE OF BOSTON

287 Commonwealth Avenue

Boston, MA 02115

The International Institute of Boston has been providing ESL services to refugees since 1975. ESL is part of an integrated set of services to refugees that also includes case management and employment counseling and placement. The 250 students receiving ESL instruction each term are primarily Southeast Asian (approximately 75%), but include Ethiopians and Eastern Europeans as well. Many of the Southeast Asians and Ethiopians arrive with little educational background and, consequently, minimal literacy skills. One hundred thirty-four students participated in the Institute's MELT Demonstration Project.

The ESL program is designed to help refugees achieve self-sufficiency through the acquisition of employment and survival related language, and the development of language learning skills that will extend beyond the classroom. In keeping with these goals, the program curriculum is a competency-based, pre-employment/survival curriculum that incorporates the teaching of structure. To accomodate the different learning needs of students with varying levels of education and literacy, the Institute has developed two tracks of classes - L (low) and H (high). Both tracks include intensive classes (144 hours over 12 weeks), and non-intensive classes (60-108 hours). Non-intensive classes are scheduled in the mornings and evenings to meet the scheduling requirements of levels I-IV/V; H track encompasses levels I-VI. The two track system allows students in the L track to move through the curriculum at a slower pace, and receive specialized literacy instruction according to their varying levels of ability. The current refugee ESL program is staffed by 10-12 full and part-time professional ESL teachers.

INTERNATIONAL INSTITUTE OF RHODE ISLAND, INC., PROJECT PERSONA  
375 Broad Street  
Providence, Rhode Island 02907

The Project Persona MELT Demonstration Project included: Genesis Preparatory School for Indochinese, and Gloria Dei Lutheran Church ESL Program in Providence, R.I.

Project Persona, Educational Division of the International Institute of Rhode Island, Inc., is a private nonprofit community school dedicated to providing adult limited English speakers with the English language and social survival skills they need to become productive and self-reliant citizens. The agency was started in 1971 to deal with a pressing need for English classes among Rhode Island's sizable Hispanic community. Today the agency serves immigrants and refugees of all ethnic groups and nationalities.

The agency's current refugee program funded by ORR, provides ESL, literacy, social survival and employment readiness instruction to 200 Indochinese refugees eligible for ORR services. Classes are taught at four levels (A-D).

The teaching staff for the intensive ESL classes consists of highly qualified professional ESL instructors with an average of five years experience in teaching ESL to refugees. The staff includes bilingual aides who provide individualized counseling and assistance to students to assist them with the transition from ESL instruction to employment and/or vocational training. Locally developed ESL materials have served as models and/or been adapted for use by other agencies in Rhode Island, nationwide and in Thailand.

The majority of refugee students have been nonliterate Hmong and Cambodians. Program focus has, therefore, concentrated on basic literacy, survival and pre-employment skills. The curriculum, which was adapted to the MELT Core Curriculum Document, was divided into four categories: ESL, Literacy, Survival, and Employability. Local curriculum content has always been very similar to the IESL camp curriculum because of a constant interchange of staff members with overseas camps. The MELT Demonstration Project activities resulted in the refinement of the Persona curriculum. The MELT competencies facilitated the newly arriving refugees' transition from overseas classes to our local program, and assisted the refugees in achieving self-sufficiency in the shortest amount of time possible.

## REFUGEE EDUCATION AND EMPLOYMENT PROGRAM

1601 Wilson Boulevard  
Arlington, Virginia 22204

The Refugee Education and Employment Program of Arlington, Virginia is affiliated with the Adult Career and Vocational Education Division of Arlington Public Schools. The program has been offering ESL and Employment services to refugees since 1976.

ESL classes at the center accommodate up to 350 students per twelve week cycle. The majority of refugees are Indochinese but the program also has a significant number of Afghan and Ethiopians. The program also offers ESL instruction to non-refugees on a tuition basis. The non-refugee population is primarily Hispanic. One hundred twenty-four students participated in REEP's Demonstration Project.

Through the ESL program, refugee students may receive up to 540 hours of instruction in one of two instructional tracks, depending on previous educational background and ESL proficiency. Each track consists of four instructional levels representative of SPL I-IV. The REEP curriculum emphasizes the development of life and job skills through a functional approach to competency based survival ESL. The program is open entry/open exit and classes are offered at staggered times throughout the day in order to accommodate work schedules.

The instructional program is staffed by ten-twelve part-time teachers, a part-time ESL coordinator and a part-time volunteer coordinator. All REEP teachers have advanced degrees and/or several years of experience teaching ESL to adults.

REEP is also the State Department of Social Services designated employment service for all refugees in Arlington County. As such, it is mandated to register all cash assistance applicants for work, assess each individual in the area of vocational skills, educational background and aptitudes, and oral and written English proficiency.

SAN DIEGO COMMUNITY COLLEGE DISTRICT CONTINUING EDUCATION CENTERS  
5350 University Avenue  
San Diego, California 92105

English as a Second Language (ESL) classes which comprise approximately 50% of the Continuing Education program in the SDCCD, are offered through nine centers located throughout the city. The six thousand plus students enrolled represent over sixty countries. Approximately 40% are Hispanic, 40% Indochinese. Open entry/open exit classes, taught by over 200 certificated instructors, are offered five days per week, morning, afternoon and evening in three hour blocks with specialized classes on Saturday mornings. Students have the option of enrolling in one of three tracks of focused ESL instruction: General/Survival, Prevocational, and Academic. Levels range from Orientation/Literacy for those students with little or no previous education to college preparation.

The SCDDC MELT Demonstration Project activities were conducted in conjunction with the Refugee Orientation and Employment Program (ROEP) ESL classes, funded since 1977 under a supplemental grant from the San Diego County Department of Social Services. These Prevocational/Vocational ESL classes meet four hours per day, five days per week and are offered through three centers: Centre City, East San Diego and Kearny Mesa. Eleven of the thirty-five instructors in the ROEP ESL program, which encompasses SPL I-V, served as SDCCD MELT Project's demonstration site class instructors. The approximately 900 refugees enrolled, who represent (in order of numbers) the countries of Vietnam, Laos, Cambodia, Ethiopia, Poland, Iran, Czechoslovakia, Romania, and Afghanistan, are referred from ESL classes to vocational skills training or employment.

Support staff for both ESL programs include instructional aides (bilingual and native English speaking), counselors and two ESL resource instructors. Staff development opportunities are provided on a monthly basis.

SAN FRANCISCO COMMUNITY COLLEGE CENTERS  
San Francisco Community College District Division  
33 Gough Street  
San Francisco, CA 94103

The San Francisco Community College Centers offer services to a total population of 18,000 students. The students are multi-ethnic and range from pre-literates with no formal education to those with university degrees. Three hundred seventy-five participated in the MELT Demonstration Project. The overall focus of the program is on Survival ESL, VESL, and Academic ESL.

Other Services include these general adult education offerings: Elementary/Secondary, Citizenship, Vocational Training, Handicapped, Older Student, Parent Education, Health and Safety, and Home Economics.

The staff consists of 450 paid teachers. The majority are trained in ESL, with a Master's Degree or coursework in ESL or a related area. Twelve teachers and 156 students participated in the MELT Demonstration Project.

SPRING INSTITUTE FOR INTERNATIONAL STUDIES  
 4891 Independence Street, Suite 100  
 Wheat Ridge, CO 80133

The Spring Institute for International Studies, founded in 1979, provides employability and Vocational English as a Second Language training for refugees, as well as intensive English and cross-cultural communication skills training for international students. The Spring Institute also offers other business and educational training services, including career and personal effectiveness training and special English and cross-cultural programs.

The Spring Institute MELT Project included eight programs in four states: Utah, Colorado, Iowa and Missouri. The programs were:

- Canyon High School - Ogden, Utah
- Salt Lake Skills Center - Salt Lake City, Utah
- Salt Lake Community Education - Salt Lake City, Utah
- Spring Institute for International Studies - Denver, Colorado
- Emily Griffith Opportunity School - Denver, Colorado
- Western Iowa Technical Community College - Sioux City, Iowa
- Proteus Employment Opportunities - Des Moines, Iowa
- International Institute - St. Louis, Missouri

The total number of MELT students was 285. Most were Vietnamese, Lao, Khmer, and Ethiopian. While many had no education or literacy skills, the majority had several years of education.

Program classes ranged from 7 hours of ESL instruction to 3 hours a day, 2 days a week. Most of the classes emphasized vocational ESL and a number offered special literacy classes. Most of the programs were able to cover a range of Student Performance Levels by offering multi-level classes and three programs offered all levels. While several programs held registration and operated on a schedule with regular evaluation periods, most were open-entry, open-exit. The adaptation of the MELT Core Curriculum document to the local program took different forms: several local programs were already competency-based and a few, notably the Salt Lake Skills Center and the Spring Institute, substantially revised their curricula by using the MELT Core Curriculum document as a base.

All programs employed paid teachers; several used a combination of paid teachers and volunteer aides; and several, such as the International Institute which has a training program for volunteers, gave volunteers tutoring and teaching responsibilities.

All of the programs received ORR funds. Several, notably the programs in Utah, utilized Adult Basic Education funding for ESL. Some other programs received funds from state and public school resources.

Several ESL programs were part of a larger network of services for refugees. In some, the emphasis was on skills training after ESL, in others the focus was on securing jobs.



TRI-STATE MELT  
NORTHWEST EDUCATIONAL COOPERATIVE  
500 South Dwyer Avenue  
Arlington Heights, Illinois 60005

Northwest Educational Cooperative is an intergovernmental cooperative composed of ten school districts in the northwest suburban area of Cook County outside Chicago. It provides training and technical assistance to refugee, adult education, ESL and bilingual programs in the Midwest. N.E.C., through its Project Work English and Project C.A.R.E., offers direct instructional and occupational services to refugees in Chicago.

The Tri-State MELT Demonstration Project utilized a regional approach. Its purpose was to determine the broad-based applicability of the MELT to a variety of programs. In the Tri-State MELT Consortium, N.E.C. administered and provided training to the following five programs:

Champaign County Opportunities Industrialization Center, Champaign, IL., is a public, nonprofit community agency which provides ESL instruction to about 50 refugee clients. Three levels of ESL are offered, each lasting 300 hours.

Migration & Refugee Resettlement Services, Columbus, OH., is a VOLAG which offers 5 levels of ESL to 75-100 refugee clients. Each level is composed of 144 contact hours.

Minneapolis Public Schools, Minneapolis, MN., an educational agency, provides 8 levels of ESL to 250-300 refugee and other limited English proficient adult students. Each level consists of 250 contact hours.

Rock Valley College Refugee Program, Rockford, IL., is a part of an educational agency. It offers 4 levels of ESL to 50-75 refugee clients. Contact hours for each level is 150.

Truman College Refugee Program, Chicago, IL., is an educational agency, with a refugee student population of 400-600 in 8 different levels, each lasting 128 hours.

## APPENDIX I.3 DESCRIPTION OF MELT STUDENT POPULATION

Table 1. Distribution of MELT Students by Gender

<u>Gender</u>	<u>Number</u>	<u>Percent</u>
Female	550	40.3
Male	<u>815</u>	<u>59.7</u>
Total	1365	100.0

Figure 1. Percentage of MELT Students by Gender

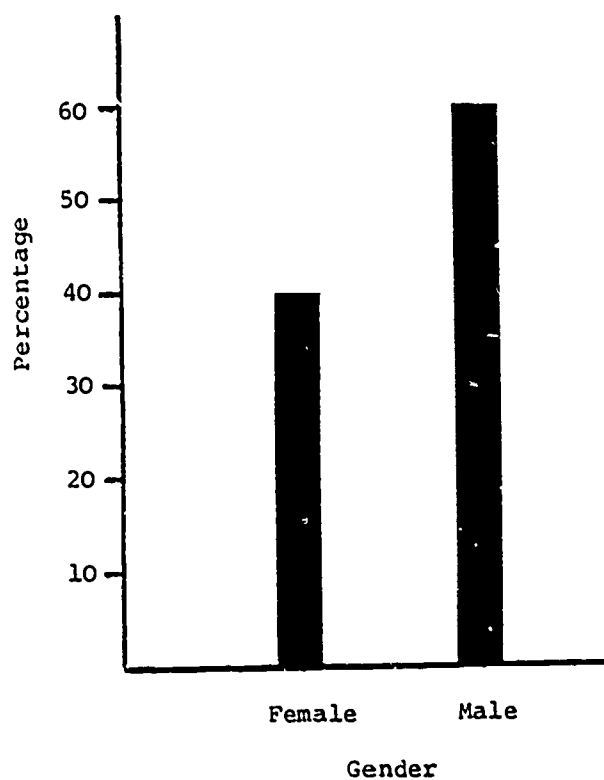


Table 2. Distribution of MELT Students by Ethnicity

<u>Ethnicity</u>	<u>Number</u>	<u>Percent</u>
Khmer	415	30.3
Lao	259	18.9
Vietnamese	468	34.1
Other*	<u>229</u>	<u>16.7</u>
Total	1371	100.0

\*Major groups include Ethiopian, Hmong, Chinese, Afghani, and Polish.

Figure 2. Percentage of MELT Students by Ethnicity

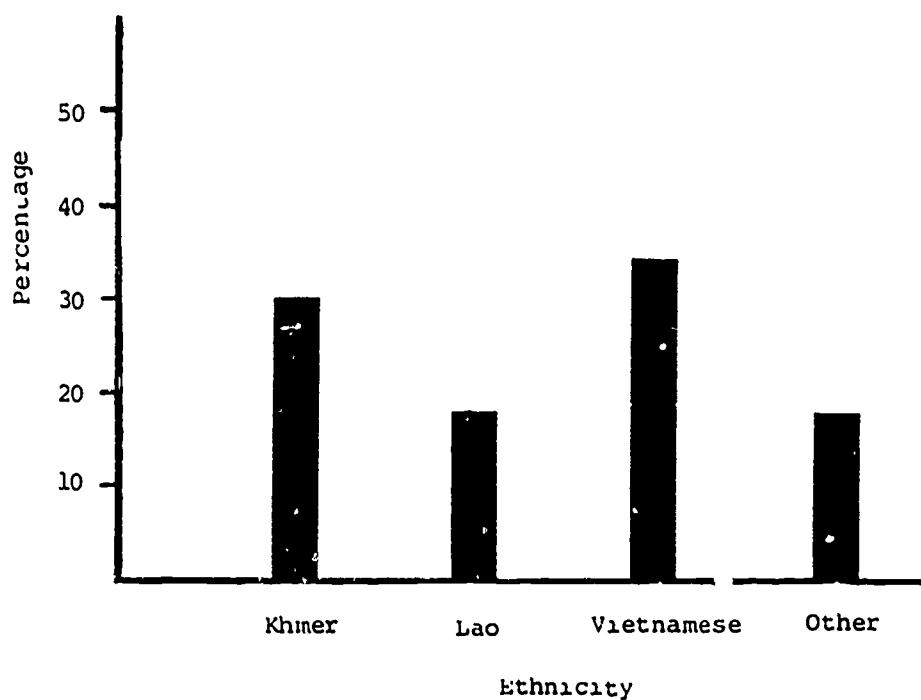


Table 3. Distribution of MELT Students by IESL Level

<u>IESL Level</u>	<u>Number</u>	<u>Percent</u>
A	81	17.9
B	107	23.6
C	99	21.9
D	95	20.9
E	<u>71</u>	<u>15.7</u>
Total	453	100.0

Figure 3. Percentage of MELT Students by IESL Level

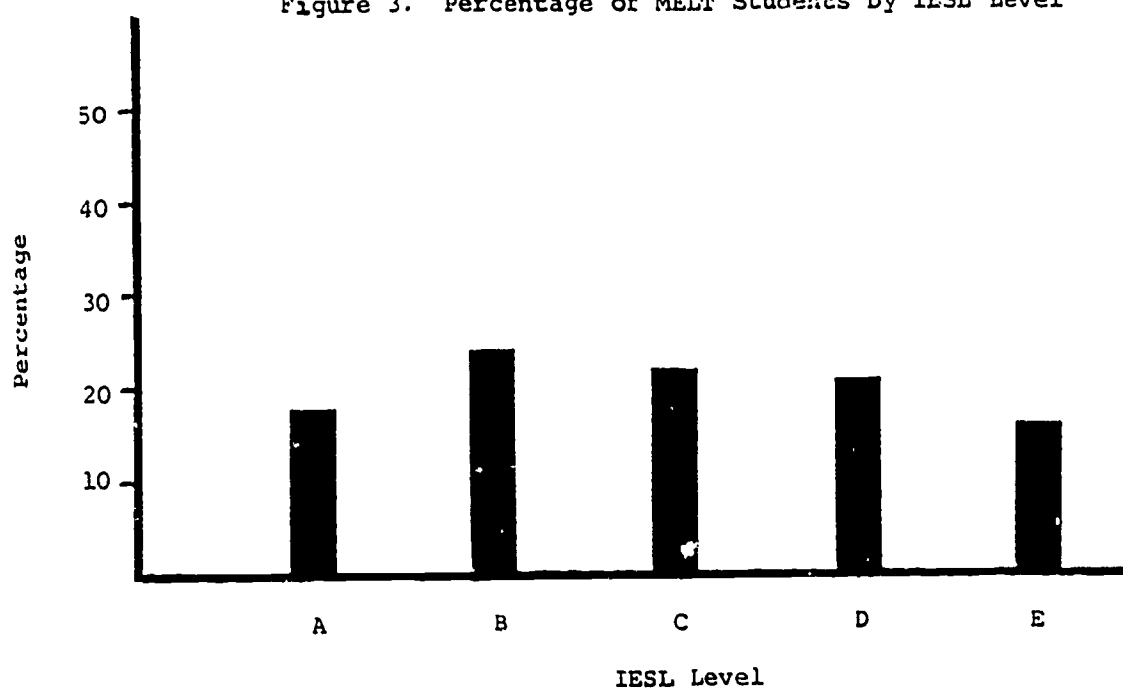


Table 4. Distribution of MELT Students by Education Level

<u>Education Level</u>	<u>Number</u>	<u>Percent</u>
None	208	16.3
1-3 Years	230	18.0
4-6 Years	308	24.1
7-11 Years	342	26.7
12-18 Years	<u>191</u>	<u>14.9</u>
Total	1279	100.0

## Descriptive Statistics

<u>Variable</u>	<u>Mean</u>	<u>Median</u>	<u>S.D.</u>	<u>Min.</u>	<u>Max.</u>
Years of Education	5.9	5.6	4.4	0	18

Figure 4. Percentage of MELT Students by Education Level

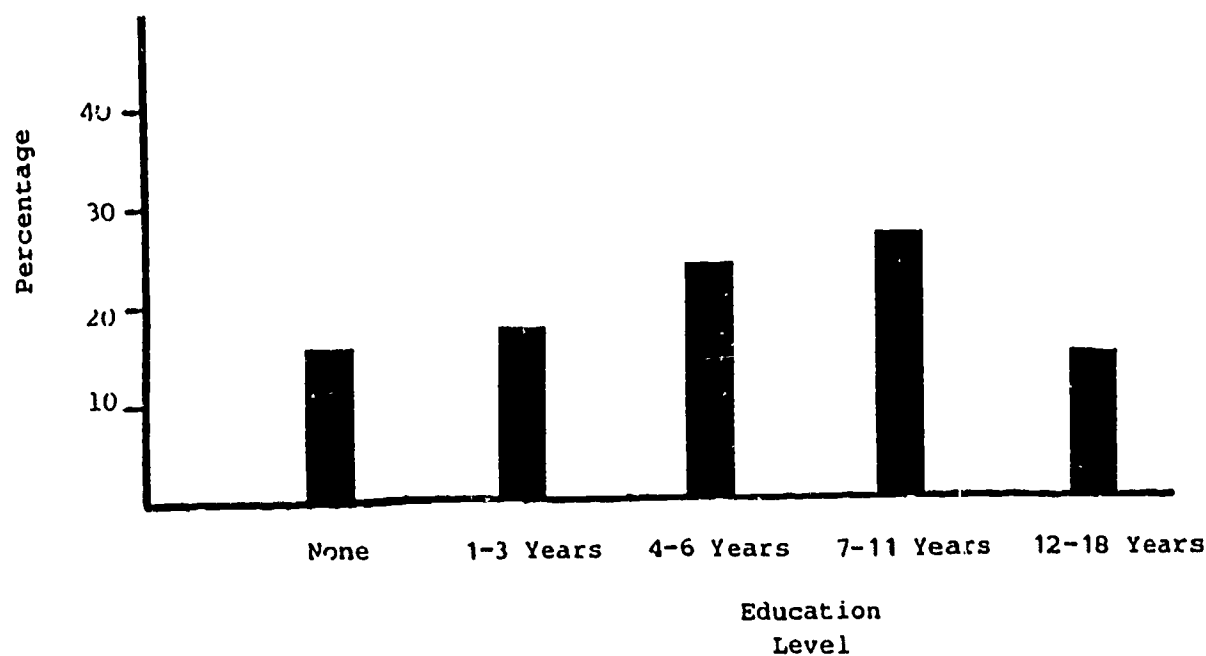


Table 5. Distribution of MELT Students by Age Level

<u>Age Level</u>	<u>Number</u>	<u>Percent</u>
17-19	66	4.8
20-29	490	36.0
30-39	411	30.1
40-49	255	18.7
50-59	113	8.3
60-70	<u>28</u>	<u>2.1</u>
Total	1363	100.0

## Descriptive Statistics

<u>Variable</u>	<u>Mean</u>	<u>Median</u>	<u>S.D.</u>	<u>Min.</u>	<u>Max.</u>
Age in Years	33.8	32.1	11.1	17	70

Figure 5. Percentage of MELT Students by Age Level

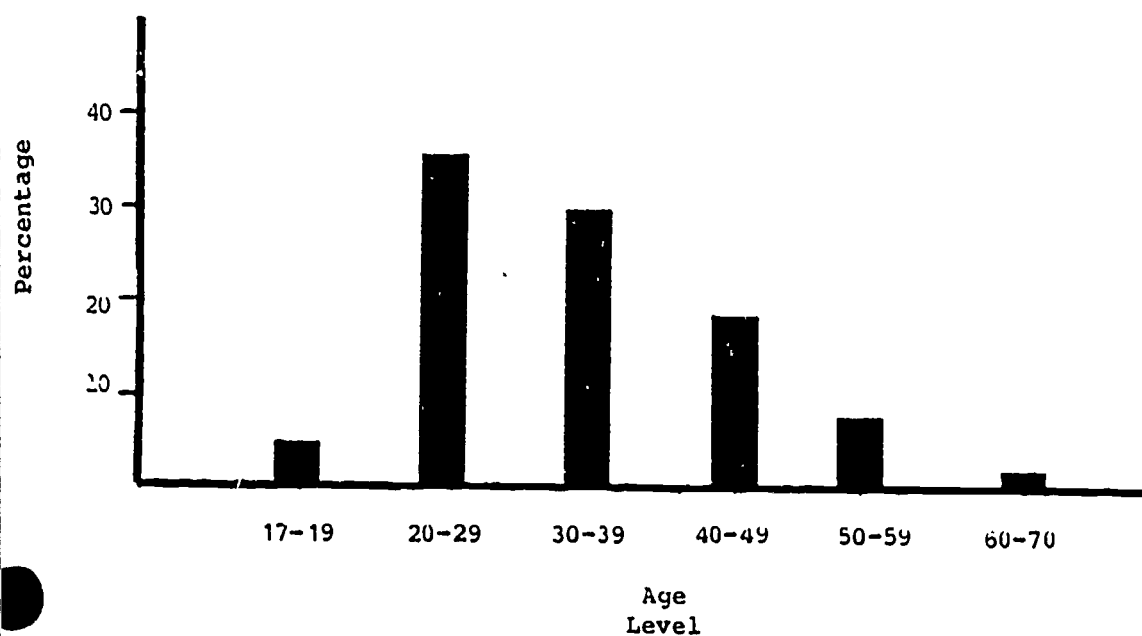


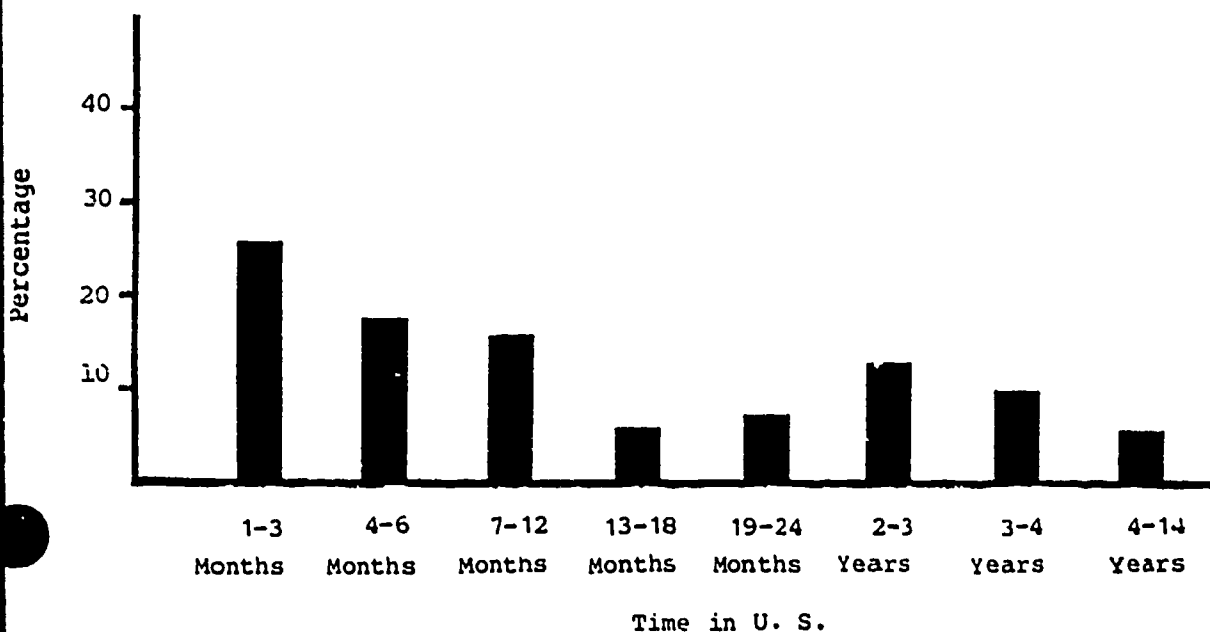
Table 6. Distribution of MELT Students by Time in U.S.

<u>Time in U. S.</u>	<u>Number</u>	<u>Percent</u>
1-3 Months	341	25.6
4-6 Months	240	18.0
7-12 Months	207	15.5
13-18 Months	74	5.5
19-24 Months	99	7.4
2-3 Years	173	13.0
3-4 Years	126	9.5
4-14 Years	<u>74</u>	<u>5.5</u>
Total	1334	100.0

## Descriptive Statistics

<u>Variable</u>	<u>Mean</u>	<u>Median</u>	<u>S.D.</u>	<u>Min.</u>	<u>Max.</u>
Months in U.S.	17.2	8.0	18.9	1	162

Figure 6. Percentage of MELT Students by Time in U.S.







# STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

<b>O</b>	No ability whatsoever.		
<b>I</b>	<ul style="list-style-type: none"> <li>• Functions minimally. If at all, in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle only <b>very routine entry-level</b> jobs that do not require oral communication, and in which all tasks can be easily <b>demonstrated</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>used to</b> dealing with limited English speakers can rarely communicate with a person at this level <b>except through gestures</b>.</li> </ul>
<b>II</b>	<ul style="list-style-type: none"> <li>• Functions in a <b>very limited way</b> in situations related to <b>immediate needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle only <b>routine entry-level</b> jobs that do not require oral communication, and in which all tasks can be <b>easily demonstrated</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>great difficulty</b> communicating with a person at this level.</li> </ul>
<b>III</b>	<ul style="list-style-type: none"> <li>• Functions with <b>some difficulty</b> in situations related to <b>immediate needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle <b>routine entry-level</b> jobs that involve only the <b>most basic oral communication</b>, and in which all tasks can be <b>demonstrated</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>great difficulty</b> communicating with a person at this level.</li> </ul>
<b>IV</b>	<ul style="list-style-type: none"> <li>• Can satisfy <b>basic survival needs</b> and a few <b>very routine social demands</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle <b>entry-level</b> jobs that involve <b>some simple oral communication</b>, but in which tasks can also be <b>demonstrated</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>difficulty</b> communicating with a person at this level.</li> </ul>
<b>V</b>	<ul style="list-style-type: none"> <li>• Can satisfy <b>basic survival needs</b> and <b>some limited social demands</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle <b>jobs and job training</b> that involve following <b>simple oral</b> and <b>very basic written</b> instructions but in which most tasks can also be <b>demonstrated</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>used to</b> dealing with limited English speakers will have <b>some difficulty</b> communicating with a person at this level.</li> </ul>

<b>VI</b>	<ul style="list-style-type: none"> <li>• Can satisfy <b>most</b> survival needs and <b>limited</b> social demands.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle jobs and job training that involve following <b>simple</b> oral and written instructions and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers will be <b>able to communicate</b> with a person at this level on familiar topics, but with <b>difficulty and some effort</b>.</li> </ul>
<b>VII</b>	<ul style="list-style-type: none"> <li>• Can satisfy <b>survival</b> needs and <b>routine</b> work and social demands.</li> </ul>	<ul style="list-style-type: none"> <li>• Can handle work that involves following oral and <b>simple</b> written instructions in <b>familiar</b> and some <b>unfamiliar</b> situations.</li> </ul>	<ul style="list-style-type: none"> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers can <b>generally communicate</b> with a person at this level on <b>familiar</b> topics.</li> </ul>
<b>VIII</b>	<ul style="list-style-type: none"> <li>• Can participate effectively in <b>social</b> and <b>familiar</b> work situations.</li> </ul>		<ul style="list-style-type: none"> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers <b>can communicate</b> with a person at this level on <b>almost all</b> topics.</li> </ul>
<b>IX</b>	<ul style="list-style-type: none"> <li>• Can participate <b>fluently</b> and accurately in <b>practical, social,</b> and work situations.</li> </ul>		<ul style="list-style-type: none"> <li>• A native English speaker <b>not used</b> to dealing with limited English speakers can communicate <b>easily</b> with a person at this level.</li> </ul>
<b>X</b>	<ul style="list-style-type: none"> <li>• Ability <b>equal</b> to that of a native speaker of the same <b>socio-economic</b> level.</li> </ul>		

## APPENDIX III.1 INDEX OF GRAMMATICAL STRUCTURES

The teaching of appropriate grammatical structures should be integrated with the teaching of competencies in an ELT program. This Index facilitates the teaching of grammar by identifying certain grammatical structures to be focused on at a range of Core Curriculum Instructional Levels.

"To focus" on a grammatical structure means to make students cognitively aware of a structure and to provide practice in using that structure. Prior to focusing, students will have been exposed to many of the structures and may have already acquired the structures in a passive, receptive way.

Please note that not all grammatical structures are included here. The Index includes those relevant to the mastery of basic and life skills. The Index does not include structures seldom used or not vital for basic communication. In brief, the structures selected are those considered the most common, the easiest to handle, and the most useful.

MELT Demonstration Projects used the following criteria to identify the grammatical structures and ranges of Core Curriculum Instructional Levels:

- . Number of MELT teachers indicating appropriateness of a structure,
- . level of difficulty of a structure,
- . frequency with which a structure is used,
- . number of teachers indicating focus of a structure at a certain level.

As previously stated, the Index of Grammatical Structures provides a range of levels for focusing on a particular structure. Focusing on grammatical structures within a range of levels, rather than at a particular level, encourages the review and reinforcement of previously introduced structures, provides a grammatical focus for students who have been placed into higher levels without having had the grammatical focus of the lower levels, and emphasizes the concern that grammatical structures are learned gradually and simultaneously rather than quickly and sequentially.

The Index of Grammatical Structures is a useful resource for selecting grammatical structures to be taught in a particular instructional level. It was developed by the MELT Demonstration Projects and reflects common experience. The Index is meant to be flexible. When selecting grammatical structures, a local program should take local factors into consideration---student background, previous English study, and similarities between the structure of English and the students' native languages.

## MELT INDEX OF GRAMMATICAL STRUCTURES

	Instructional Levels						
	1	2	3	4	5	6	7
<b>ADJECTIVES</b>							
Adjective + noun (nice apartment)	X	X	X				
Demonstrative (this book)	X	X					
Indefinite (any, many, much, some, a lot of)		X	X	X			
<b>ADVERBS</b>							
Of frequency (always, sometimes, never)		X	X				
Of manner (easily)		X	X	X			
Of place (here, there)	X						
Of time (today, tonight, tomorrow, last week)	X	X	X				
Of time (already/yet, for/since)			X	X	X		
Of time (ago)			X	X			
Intensifiers (very, too, enough, so)	X	X					
<b>ARTICLES</b>							
Indefinite (a, an)	X	X	X				
Definite (the)	X	X	X				
<b>BE</b>							
Be + adjective (She is smart.)	X	X					
Contractions (I'm, he's)	X	X					
Past tense (was, were)		X	X	X			
Present tense (am, is, are)	X	X					

## MELT INDEX OF GRAMMATICAL STRUCTURES (Continued)

	Instructional Levels						
	1	2	3	4	5	6	7
EMBEDDED QUESTIONS							
(Do you know where he is?)				X	X	X	
(Do you know if he is here?)				X	X	X	
GENERAL YOU							
(You can't smoke on the bus.)			X	X			
IMPERSONAL SUBJECT							
It (It's nice today.)	X	X	X				
There is, there are (There's a car in the garage. There are two trees in back.)	X	X	X				
MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS)							
Can (ability) (I can speak English.)	X	X	X				
Have to (I have to leave now.)		X	X				
Can/may (permission) (Can/may I smoke?)		X	X	X			
Could/might (possibility) (There might be a problem. There could be a problem.)			X	X	X		
Should (advice) (You should get a job.)			X	X			
Will (polite requests) (Will you call? Will you open the door?)		X	X	X			
Must (You must stop that.)			X	X			
Must (inference) (It must be 5 o'clock already.)					X	X	
Supposed to (obligation) (You're supposed to sign in.)				X	X		
Perfect modals (should have, would have, could have) (You should have signed in.)					X	X	X
Would rather (preference) (I'd rather not say.)				X	X	X	
Ought to (advice) (You ought to give up coffee.)				X	X	X	

## MELT INDEX OF GRAMMATICAL STRUCTURES (Continued)

	Instructional Levels						
	1	2	3	4	5	6	7
<b>SUBORDINATE CLAUSES</b>							
Relative (who, which, that)				X	X	X	
Of cause (with because, so) (I stayed home because I was sick. I was sick so I stayed home.)				X	X	X	X
Of time (before, after, when, while, until) (He watched while they worked.)			X	X	X	X	
Of place (I know where they live.)				X	X	X	X
<b>COMPARISONS (ADJECTIVES)</b>							
-er (larger than)		X	X	X			
More ... than (more beautiful than)		X	X	X	X		
Less ... than (less expensive than)		X	X	X			
-est (the largest)			X	X	X		
The most			X	X	X		
The least			X	X	X		
<b>COMPARISONS (NOUNS)</b>							
As ... as (as cheap as)				X	X	X	
... like ... (It works like a dream)			X	X			
Same ... as (same size as)			X	X			
Different from (different size from)			X	X			
<b>CONJUNCTIONS</b>							
And, but (happy but tired)	X	X					
Or (apples or oranges, a dime or two nickels)		X	X				
Both ... and (both Tran and Ly)			X	X	X		
Either ... or (either Tran or Ly)				X	X	X	

## MELT INDEX OF GRAMMATICAL STRUCTURES (Continued)

	Instructional Levels						
	1	2	3	4	5	6	7
<b>NOUNS</b>							
Count/non-count(I like orange juice.I like cookies)		X	X	X			
Possessive ('s) (Tran's pencil)			X	X			
Singular/plural (egg, eggs)	X	X					
Gerunds (I like working.)			X	X	X		
<b>NUMBERS</b>							
Cardinal (two rooms)	X	X					
Ordinal (on the second floor)		X	X				
<b>PREPOSITIONS</b>							
For, to, with, from, by	X	X	X				
Prepositional phrases of place (in, on, under, at, on top of, etc.)	X	X	X				
Prepositional phrases of time (at, from, by, on, in, etc.)	X	X	X				
<b>PRONOUNS</b>							
Demonstrative (Take this.)	X						
Indefinite (some/any, anything/something/nothing)		X	X	X			
Object (him, her)	X	X	X				
Possessive (his, her)	X	X	X				
Reflexive (herself, himself)			X	X	X		
Subject (she, I)	X	X					



## MELT INDEX OF GRAMMATICAL STRUCTURES (Continued)

	Instructional Levels						
	1	2	3	4	5	6	7
<u>QUESTIONS</u>							
<u>Negative questions</u> (Isn't it beautiful?)				X	X		
<u>Tag questions</u> (It's hot, isn't it?)				X	X		
<u>"Wh- questions"</u> (who, what, where, when, how much, how many?)	X	X	X				
<u>"Wh- questions"</u> (which, whose, why, how?)		X	X	X			
<u>Yes/no questions</u> (Do you have a job?)	X	X	X				
<u>REPORTED SPEECH</u>							
<u>Statement</u> (He told her that she should take medicine.)				X	X	X	X
<u>Questions</u> (He asked me what my name was.)					X	X	X
<u>Yes/no questions</u> (He asked if I was sick.)					X	X	X
<u>Imperatives</u> (He told me to stop smoking.)				X	X	X	X
<u>VERB TENSES, INCLUDING AFFIRMATIVE, NEGATIVE INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS</u>							
<u>Tense, future</u> (going to, will)		X	X	X			
<u>Tense, present perfect</u>			X	X	X	X	
<u>Tense, present perfect continuous</u>				X	X	X	
<u>Tense, simple present</u>	X	X	X				
<u>Tense, simple past</u>		X	X	X			
<u>Imperative, including negation</u> (Look out! Stop! No smoking.)	X	X	X				
<u>Tense, present continuous</u>	X	X	X	X			
<u>Tense, past continuous</u>			X	X	X		
<u>Tense, past perfect</u>					X	X	X
<u>Tense, past perfect continuous</u>					X	X	X

## MELT INDEX OF GRAMMATICAL STRUCTURES (Continued)

	Instructional Levels						
	1	2	3	4	5	6	7
VERB TENSES (Continued)							
Tense, conditional present (real) (If it rains, I won't go.)				X	X	X	X
Tense, conditional (unreal) (If I were you...)					X	X	X
Tense, conditional (past unreal) (If I had been home...)					X	X	X
Passive (present) (My homework is done.)				X	X	X	X
Passive (past) (My homework was done.)				X	X	X	X
Passive (present continuous) (My homework is being done.)				X	X	X	X
WORD ORDER AND PATTERNS							
Verb + indirect object + direct object (He gave her the message.)			X	X	X		
Verb + direct object + to + indirect object (He gave the message to her.)			X	X	X		
Verb + direct object + for + direct object (He took the message for her.)			X	X	X		
Verb + infinitive (He wanted to work.)		X	X	X			
Verb + object + infinitive (He wanted water to drink.)			X	X	X		
Verb + verb-ing (She enjoyed going to work.)			X	X	X		
OTHER GRAMMATICAL POINTS							
Casual "have" (Have him call me.)				X	X	X	
Suggestions/indirect commands with "Let's/Let's not..."			X	X			
Two-word verbs separable (Take it out.)			X	X	X		
Two-word verbs inseparable (Look at it.)			X	X	X		
Used to (previous habit) (I used to smoke.)			X	X	X		

## MELT INDEX OF GRAMMATICAL STRUCTURES (Continued)

	Instructional Levels						
	1	2	3	4	5	6	7
OTHER GRAMMATICAL POINTS (Continued)							
Be used to (accustomed to) (I am used to hot weather.)			X	X	X		
Interjections (Ouch! Hey! Oh!)		X	X	X			
Exclamatory (What a beautiful car!)			X	X	X		

## APPENDIX III.2 LITERACY ENABLING SKILLS

Literacy is an activity that involves receiving information and ideas from print and putting information and ideas into print using words, sentences, paragraphs, and longer forms of discourse. Because literacy is a set of language skills that crosses all student performance levels and topic areas, it is included as a separate section. In order to achieve the reading and writing competencies in the Core Curriculum, document, students may need assistance in acquiring the literacy enabling skills.

Literacy training is especially critical for many of the students currently in refugee ESL classes. Data from the MELT Demonstration Projects show that a sizable number of refugees have fewer than six years of formal education. This special population of limited-English speaking adults may fall into one the following literacy categories<sup>1</sup>:

- . Nonliterate: Learners who have no reading and writing skills in any language, but who speak one or more languages.
- . Semiliterate: Learners who have the equivalent of three to four years of formal education or possess minimal literacy skills in some language. These learners probably know the names of the letters, can recognize some common words by sight (e.g., name, address, names of local shops) but usually can write only their name and address.
- . Literate in a Non-Roman Alphabet: Learners who are literate in their own language (e.g., Khmer, Lao, Chinese, etc.) but need to learn the Roman alphabet and the sound-symbol relationships of English.

Students from these categories may need more hours of instruction to progress from one level to the next because of their literacy needs.

---

<sup>1</sup>Adapted from Teaching ESL to Illiterate Adults, Adult Education Series #9, Center for Applied Linguistics, Washington, n.d.

The following examples of literacy enabling skills were compiled by the International Institute of Boston and Project Persona. The examples were not field-tested by all MELT Demonstration Projects.

These enabling skills should not be viewed as ends in themselves, but rather as the means to broaden students' use of the written medium and enable performance of the Core Curriculum competencies involving reading and writing.

In order to allow each ELT program to develop an approach to teaching literacy, the literacy enabling skills are arranged by area, not level. The three areas represented are: visual discrimination, phonics approach, and whole word approach<sup>2</sup>.

#### Visual Discrimination

The students will be able to:

- . Follow left to right progression.
- . Follow top to bottom sequencing.
- . Mark the one shape/letter in a row that is the same as the given shape/letter, or that is different from the rest of the shapes/letters.
- . Identify the dictated lower-case letter from a row of lower-case letters.
- . Copy lower case letters correctly from the top of the paper to the bottom.

---

<sup>2</sup>No single approach to teaching literacy is prescribed. These guidelines are not an exhaustive representation of literacy training.

- . Identify the dictated upper-case letter from a row of upper-case letters.
- . Copy upper-case letters correctly from the top of the paper to the bottom.
- . Match upper and lower-case letters.
- . Differentiate between complete and incomplete letters.
- . Given a model word, identify the same word from a row of words.
- . Copy words and sentences from the blackboard or from a separate paper (e.g., descriptions of pictures presented by students and transcribed by the teacher.)
- . Given a model sentence, pick out the same sentence from a series of words.
- . Given a model sentence, separate the words of the sentence from a string of unseparated letters.
- . Copy short paragraphs from the blackboard or from a separate paper (for example, language experience stories presented by students and transcribed by the teacher).

### Phonics Approach

The students will be able to:

- . Identify verbally letter names of the alphabet.
- . Produce the sound and associated Key Word<sup>3</sup> for consonants and digraphs (e.g., th, sh, ch, wh) in initial position (starting with single sound consonants).
- . Discriminate between initial consonant sounds and match (orally) key words with appropriate initial sounds.
- . Produce the sound of initial consonant blends (e.g., sk, sm, br, bl, cl, pl) and associate them with appropriate Key Words.
- . Identify a dictated short vowel-consonant word from a row of two-letter words.
- . Decode consonant-vowel-consonant words in meaningful contexts ("I got a job yesterday.")
- . Decode four-letter words containing a long vowel and final silent "e" in contexts familiar to students (for example, ride, home, time, same.)

---

<sup>3</sup>A "Key Word is a word that is already part of students' oral vocabulary and demonstrated the sound being learned; it may be suggested by students or the teacher.

### Whole Word Approach

Students will be able to comprehend words and sentences. The starting point in instruction is whole word recognition while the phonics approach focuses on sound/symbol correspondence.

The students will be able to:

- . Match words with appropriate pictures.
- . Match synonyms.
- . Match antonyms.
- . Demonstrate an action after reading a command. ([Go to the door.]  
The student walks to the door.)
- . Rewrite sentences changing parts of speech:
 

pronouns	I to we, they to she
nouns	singular to plural
verbs	past to present to continuous
point of view	affirmative to negative
- . Unscramble: words to sentences
 

phrases to several sentences
sentences to paragraphs
- . Fill in cloze sentences. (Fill-in-the-blank).
- . Answer literal comprehension questions with focus on lexical meaning (e.g., What's the woman's name? What company has a job opening?).
- . Answer questions involving an entire text and knowledge outside the text (e.g., Is Savin a good husband? Is Chany a good wife? Should he, his wife, or his teacher decide about the job?).

### APPENDIX III.3 PRONUNCIATION

The topic of teaching pronunciation has not been covered in the MELT Core Curriculum Section, but is an important part of any ELT curriculum.

Since pronunciation crosses all topics and levels, it is approached in a separate section.

Pronunciation problems are often key factors in an employer's or supervisor's evaluation of a refugee worker. Grammar and vocabulary may be adequate, but if pronunciation is not comprehensible, the perception is that the refugee cannot speak English. The Student Performance Levels and the B.E.S.T. provide pronunciation skill ratings. These ratings can assist the ESL teacher in making decisions regarding the extent and nature of teaching pronunciation.

The teaching of pronunciation should be taught as a distinct but integral part of ESL instruction. It is not effectively taught by correcting a student's pronunciation while teaching a specific competency, language function, or grammar structure.

The following steps are recommended for the specific teaching of pronunciation.

#### Step 1 - Sound Discrimination

Students must be able to hear the sounds of English which do not exist in their native language, or which occur in different places in the native language. They must be able to hear these sounds in isolated words, single sentences, and in extended discourse.



### Step 2 - Sound Production

After a student has demonstrated the ability to discriminate a sound or sounds, practice should be provided on pronouncing the sound(s) in various modes. It is not expected that the student will produce sounds perfectly, even after extended practice. A teacher's goal is to bring students to a level where they are generally understandable in a communication act, though they may occasionally be difficult or impossible to comprehend.

Several commercially produced pronunciation texts are available, but few are geared to competency-based curricula.<sup>1</sup>

---

<sup>1</sup>Assistance for teaching pronunciation to Indochinese refugees (and others) can be found in Teaching English Pronunciation to Speakers of ... (Versions available for Vietnamese, Lao, Khmer, Hmong, and Chinese speakers.) Center for Applied Linguistics. They are available from the Refugee Materials Center, Kansas City.

#### APPENDIX III.4      EXAMPLES OF PERFORMANCE OBJECTIVES

The following are examples of performance objectives for specific competency statements in the Core Curriculum document. Examples are given for seven levels of instruction (1-7) in one topic area: Employment-on-the-Job (EOJ).

##### Level 1:

EOJ-6              Respond to simple oral warnings/basic commands about safety ([Watch out!])<sup>1</sup>

Performance Objective   a.   Given a situation in which a dangerous object is put in a student's path, the student immediately responds to the teacher's warning with an appropriate action.

Performance Objective   b.   Given a situation in which a table saw<sup>2</sup> is being used, the student responds appropriately to the warning about the saw. ([The switch is on!])

##### Level 2:

EOJ-13            Follow simple one-step oral instructions to begin and perform a task which is demonstrated, including simple classroom instructions. ([Put these away.])

Performance Objective   a.   Using common tools, the student physically responds to three basic commands. ([Give me a hammer; Pick up the screwdriver.; Put these nails away, please.])

Performance Objective   b.   The student makes an appropriate physical response to spoken commands about classroom procedures. ([Open the book; Pick up the pencil; Write your name.])

##### Level 3:

EOJ-16            Follow simple oral instructions which contain references to places or objects in the immediate work area. ([Get me the box over there.])

---

<sup>1</sup>See key to Core Curriculum document for competency language examples.

<sup>2</sup>When relia are not available in the classroom, a simulation using pictures is suggested.

Performance Objective a. Given simple oral instructions to locate items, the student will find the item. ([The stapler is in the bottom, right drawer.])

Performance Objective b. Following simple oral instructions, the student will correctly place objects as directed by a co-worker/ supervisor. ([Put the fork on the left side of the plate.])

#### Level 4:

E0J-23 Report specific problems encountered in completing a task. ("I don't have any more paper.")

Performance Objective a. Given a task to perform without all the necessary materials, the student requests the missing materials required to complete the tasks. ("I need more paper.")

Performance Objective b. Given the tools to complete a task; some of which are malfunctioning, the student states the causes for failing to complete the task. ("I'm sorry. The blade is too dull.")

#### Level 5:

E0J-25 Respond to multiple-step oral instructions without visual references. ([Take the box in the hall to the mailroom and put it on the top shelf.])

Performance Objective a. In a simulated employment situation, the teacher uses the imperative verb to give multiple-step instructions, the student physically completes all the steps in the series 75% of the time. The series of steps are indicated orally without visual stimuli. They should be relevant to the kinds of employment opportunities available near the local program sites. For example, using actual props, the student completes the following instructions without prompting:

- ([Get the scissors, clip the seams, and then press the seams open.])
- ([After you change the linens, clean and scrub the bathroom, and vacuum the bedroom.])

#### Level 6:

E0J-29 Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")

Performance Objective a. Given six pictures of hazardous conditions on the job, the student describes five of them.

- Performance Objective b. Given a tape with sound cues for problem situations on the job (glass shattering, fire alarm sounding, employees arguing, etc.), the student reports and describes two out of three problems without hesitation or unnecessary elaboration.
- Performance Objective c. Given a report by a native speaker on any one of five problems on the job, the student gives a "second-hand" report on the problem and offers specific information on the nature of the problem. This is done in a role-play between supervisor (teacher) and employee (student).

Level 7:

EOJ-38      Read written safety regulations and operating instructions for tools and equipment.

Performance Objective a. Given a set of written safety instructions for a specific job, the student explains the safety procedures, paraphrasing as necessary.

Performance Objective b. Given a visual of a machine and the written operating instructions, the student verbally explains its operation in sequential steps.

INTERNATIONAL INSTITUTE OF BOSTON

MELT PROJECT

Student ESL Needs Questionnaire

1. Which of these places do you go regularly?

- |  |   |
|--|---|
| <input type="checkbox"/> hospital          | <input type="checkbox"/> home of American friends           |
| <input type="checkbox"/> welfare office    | <input type="checkbox"/> International Institute job office |
| <input type="checkbox"/> bank              | <input type="checkbox"/> ESL classes                        |
| <input type="checkbox"/> supermarket/store | <input type="checkbox"/> children's school                  |
| <input type="checkbox"/> police station    | <input type="checkbox"/> daycare center                     |
| <input type="checkbox"/> post office       | <input type="checkbox"/> church                             |
| <input type="checkbox"/> library           | <input type="checkbox"/> drugstore                          |
| <input type="checkbox"/> work              | <input type="checkbox"/> other _____                        |
| <input type="checkbox"/> restaurants       | _____   |

2. Who goes with you to these places?

- ☐ friend, member of family  
☐ sponsor  
☐ go alone  
☐ other \_\_\_\_\_

3. Which of these places do you have to use English?

- |  |   |
|--|---|
| <input type="checkbox"/> hospital          | <input type="checkbox"/> home of American friends           |
| <input type="checkbox"/> welfare office    | <input type="checkbox"/> International Institute job office |
| <input type="checkbox"/> bank              | <input type="checkbox"/> ESL classes                        |
| <input type="checkbox"/> supermarket/store | <input type="checkbox"/> children's school                  |
| <input type="checkbox"/> police station    | <input type="checkbox"/> daycare center                     |
| <input type="checkbox"/> post office       | <input type="checkbox"/> church                             |
| <input type="checkbox"/> library           | <input type="checkbox"/> drugstore                          |
| <input type="checkbox"/> work              | <input type="checkbox"/> other _____                        |
| <input type="checkbox"/> restaurant        | _____   |

4. Does someone translate for you?

- ☐ friend  
☐ son, daughter, or other relative  
☐ sponsor  
☐ no one

5. How do you get around the city?

- ☐ walk
- ☐ take bus or subway
- ☐ drive

6. What makes you nervous?

- |   |  |
|---|--|
| <input type="checkbox"/> using the telephone            | <input type="checkbox"/> talking to the landlord             |
| <input type="checkbox"/> looking for a job              | <input type="checkbox"/> talking to neighbors                |
| <input type="checkbox"/> talking to job developer       | <input type="checkbox"/> talking to people you don't know    |
| <input type="checkbox"/> talking to coworkers           | <input type="checkbox"/> using public transportation         |
| <input type="checkbox"/> talking to supervisor          | <input type="checkbox"/> talking to your children's teachers |
| <input type="checkbox"/> going to the doctor/dentist    | <input type="checkbox"/> talking to police                   |
| <input type="checkbox"/> getting lost/asking directions | <input type="checkbox"/> going to the bank                   |
| <input type="checkbox"/> going to the supermarket       | <input type="checkbox"/> ordering food in a restaurant       |
| <input type="checkbox"/> going to the welfare office    | <input type="checkbox"/> other _____                         |
| <input type="checkbox"/> looking for an apartment       | _____  |
| <input type="checkbox"/> going to the post office       |  |

7. What are your plans for the next six months?

- ☐ stay home
- ☐ study ESL
- ☐ learn a skill
- ☐ study in college/university
- ☐ get a job
- ☐ other \_\_\_\_\_
- \_\_\_\_\_

8. What are your long term plans in the U.S.?

- ☐ stay home
- ☐ study ESL
- ☐ learn a skill
- ☐ study in college/university
- ☐ get a job
- ☐ other \_\_\_\_\_
- \_\_\_\_\_

## INTERNATIONAL INSTITUTE OF RHODE ISLAND, INC.

## • PERSONA EDUCATIONAL DIVISION •

Refugee ESL Program--Needs Assessment: Part 1

	1	2	3	4	5
	I don't know I can't use	I don't know I can't use	I know some I don't use well	I know & I want to use better	I know very well
1. Getting Around Town	1	2	3	4	5
2. Reading and Writing	1	2	3	4	5
3. How to Find a Job	1	2	3	4	5
4. Where to Find a Job	1	2	3	4	5
5. Where to Get Help	1	2	3	4	5
6. How I Should Act at Work	1	2	3	4	5
7. Work Rules	1	2	3	4	5
8. Job Safety	1	2	3	4	5
9. Job Interview	1	2	3	4	5
10. Filling Out Applications	1	2	3	4	5
11. All About Money	1	2	3	4	5
12. Worker's Rights	1	2	3	4	5

## INTERNATIONAL INSTITUTE OF RHODE ISLAND, INC.

## • PERSONA EDUCATIONAL DIVISION •

Refugee ESL Program--Needs Assessment: Part 2

1. What do I want to learn from this program? \_\_\_\_\_  
\_\_\_\_\_
2. What do I want to do better? \_\_\_\_\_  
\_\_\_\_\_
3. What can I do well? \_\_\_\_\_  
\_\_\_\_\_
4. Some of the things I can do well are \_\_\_\_\_  
\_\_\_\_\_
5. What skills do I think are necessary in order to get a job in the United States? \_\_\_\_\_  
\_\_\_\_\_
6. What job experiences do I have? \_\_\_\_\_  
\_\_\_\_\_
7. What am I interested in doing? \_\_\_\_\_  
\_\_\_\_\_
8. The best thing that could happen to me would be \_\_\_\_\_  
\_\_\_\_\_
9. The worst thing that could happen to me would be \_\_\_\_\_  
\_\_\_\_\_
10. I am coming to school because \_\_\_\_\_  
\_\_\_\_\_
11. What would I like to do one year from now? \_\_\_\_\_  
Five \_\_\_\_\_ Ten \_\_\_\_\_
12. What would I need to change in order to attain these goals? \_\_\_\_\_  
\_\_\_\_\_
13. I would like to know more about \_\_\_\_\_
14. I can do all these things \_\_\_\_\_
15. I expect the following things to happen in this program: \_\_\_\_\_  
\_\_\_\_\_





10. Are you studying English now? 32% Yes 68% No.  
 If yes, where? 6% Project Persona; 9% Genesis School; 5% Gloria Dei;  
4% High School; 4% ELC.  
 If no, do you want to study English now? 76% Yes; 14% No; 2% Maybe;  
3% No response.

### DISCUSSION QUESTIONS

11. Has the lack of English been a barrier to you in communicating with:  
34% Employers 15% Registry of Motor Vehicles  
42% Social Service Providers 23% Children's schools  
68% Health Care Providers 34% ESL/Vocational Schools  
32% Landlords 27% Neighbors
12. Do you know enough English to meet your needs or do you need to learn more?  
98% Learn more; 1% Know enough; 1% No response.
13. Will you be able to learn English on your own or will you need to enroll in a school?  
91% School; 5% On their own; 2% Home teacher; 21% Don't know;  
1% No response.
14. If you want to study English, why aren't you studying now?  
15% Working; 20% Working overtime; 4% Work 2 shifts; 20% No child care;  
16% Don't know where; 23% No time; 7% No car; 2% Taking care of other's children.
15. After you have finished studying English, what do you plan to do?  
24% No plans; 20% Get a job; 19% Better job; 14% Skills training;  
12% College; 3% Communicate in English; 1% Office job.
16. How long do you think it will take you to learn the English you need?  
40% 2-3 yrs.; 16% 4-5 yrs.; 14% 1 yr.; 1% 6-8 yrs.; 12% Can't say.
17. Can you describe the best English Program for you at this time?  
 Nationality of teacher: 83% American; 4% Khmer; 3% Hmong; 2% Lao;  
3% Both American and Hmong; 1% Both American and Khmer.  
 Time of day: 19% 9-12 noon; 37% 5-7 p.m.; 15% 7-9 p.m.; 26% Sat-Sun.  
 Do you need child care? 10% 9-12 noon; 12% 5-7 p.m.; 0 7-9 p.m.

Current English Competency: 21% A; 24% B; 24% C; 19% D; 12% E.

# APPENDIX III.7 NEEDS ASSESSMENT #3

Name: \_\_\_\_\_

Agency/Organization: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone # \_\_\_\_\_

1. In your opinion, how important is it that adult students receive instruction in each of the following areas:

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
A. Basic speaking, reading, writing and math skills.	_____	_____	_____
B. Application of basic skills to life situations	_____	_____	_____
C. Basic skills related to the world of work	_____	_____	_____
D. Communication/language skills related to the world of work	_____	_____	_____
E. Preparation for entering a high school completion program	_____	_____	_____
F. Preparation for entering a college or university program	_____	_____	_____
G. Preparation for entering vocational skills training	_____	_____	_____

2. In your opinion, what are the strong points (most effective components) in the San Diego Community College District Continuing Education Centers ABE/ESL program?

3. In your opinion, how could the ABE/ESL program which is offered in the SDCCD be improved?

4. What do you feel should be included in the district ABE/ESL program that (1) is not now included and (2) could logically be included.

5. In what ways can the ABE/ESL program be strengthened through consultation, cooperation or coordination with your agency or business?

6. Please indicate how important you feel it is for adult students to receive instruction in each of the following areas:

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
A. Using U.S. currency	_____	_____	_____
B. Budgeting	_____	_____	_____
C. Comparison shopping	_____	_____	_____
D. Using banking services	_____	_____	_____
E. Credit systems	_____	_____	_____
F. Using and maintaining household appliances	_____	_____	_____
G. Using community services	_____	_____	_____
H. Medical and health services	_____	_____	_____
I. Resources for consumer complaints	_____	_____	_____
J. Parenting skills in a new culture	_____	_____	_____
K. Buying and maintaining a car	_____	_____	_____
L. Obtaining a driver's license	_____	_____	_____
M. Communication with children's teachers/school personnel	_____	_____	_____
N. Cultural orientation to the world of work	_____	_____	_____
O. Vocational testing and counseling	_____	_____	_____
P. Job search skills	_____	_____	_____
Q. Techniques for holding a job	_____	_____	_____
R. Job upgrading, promotion	_____	_____	_____
S. Safety and emergencies	_____	_____	_____

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
T. Financial & legal aspects of employment	_____	_____	_____
U. U.S. Legal system	_____	_____	_____
V. Federal, state and local government	_____	_____	_____
W. Personal rights and freedom in the U.S.	_____	_____	_____
X. Other - please be specific			
_____			
_____			
_____			

7. Are you aware of a need for any short-term specialized classes related to getting and/or keeping a job? Please list specific need(s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Are you aware of a need for any short-term specialized classes related to life coping skills? Please list specific need(s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SAMPLE  
PAGES  
FROM:

# *The* REEP CURRICULUM

\_\_\_\_\_*Revised Edition*\_\_\_\_\_

## *Competency-Based ESL for Adults*



163

164

### Performance Objective Page

Key Performance Objectives. Objectives preceded by the work "Key" (as in Key 1) are those objectives considered most crucial as lifeskills and most representative of students' linguistic ability. Only key objectives need to be formally evaluated and are, therefore, represented on achievement plans.

Some key objectives are followed by an enabling objective (marked as such by a double asterisk, \*\*). Enabling objectives are subskills vital to the mastery of the task outlined in the key performance objective.

Non-Key Performance Objectives. Following the key performance objectives are unmarked, non-key performance objectives. While not formally evaluated, these objectives represent important lifeskills which students should begin working on at that level. Many of these performance objectives will become key performance objectives at higher levels.

Suggested Resources. For each topic, we have indexed texts containing units and exercises which REEP teachers have found to be most appropriate for our students and curriculum. These materials include the language and vocabulary to be taught and practiced for achievement of the objectives. These are suggested resources. Teachers should select materials based on the needs and abilities of their particular students.

Remember to Address. Each Performance Objective page contains a reminder to regularly address reading and writing skills, cross-cultural questions, and pronunciation. Resources for each of these are found in the appendices.

### Language Page

Functions. Functions form the basis of the language taught using this curriculum. Functions are the units of communication that identify the outcome or purpose of an utterance. They are derived from the communication which occurs in a topic area (e.g., Transportation: ask for information, give directions).

Examples. The examples listed to the right of the functions represent how those functions may be expressed. They exemplify the complexity of language expected at that level.

Structure. In the next column we have identified the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Related Items. Suggestions for materials/realia to be used and other information needed for lesson planning are listed in this column.

The REEP Curriculum, Revised Edition, is a product of the integration of the MELT (Mainstream English Language Training) components with the original REEP Curriculum.

The basis for much of this curriculum is the linguistic analysis and process used by the Council of Europe's Modern Language Project (Van Ek, 1980). The council's work, recognized worldwide as an important reference, was initiated to improve and broaden the learning of modern languages. The project determined a "threshold level" of competence defined as the lowest level of general foreign language ability to be sufficient for communication. Until learners attain the threshold level, their communication possibilities are limited. Upon attaining this level, transfer of language learned to new tasks begins, thus enabling learners to adapt to most everyday situations, even if not specifically trained for them. The REEP Curriculum applies this threshold level theory to competency-based ESL.

#### Organization of the Curriculum

The REEP Curriculum is a two-track system of instruction which provides for differences in educational backgrounds and learning abilities. Track A is for use with semi-literate and educationally disadvantaged students with five or fewer years of education in their native country. Track B is for use with students with more than five years of education.

Each track consists of four proficiency levels, and each level provides a maximum of 180 hours of instruction. Completion of Levels A-III or B-II corresponds to a traditional low-intermediate level of oral language proficiency. B-III corresponds to intermediate, and B-IV to high intermediate.

Every level consists of nine to eleven instructional units or topics requiring an average of 12 to 15 hours of instruction each. The topics are organized to develop students' language proficiency while the students perform certain competencies--essential job and life tasks. For every topic there is a performance objective page, which lists the tasks to be performed, and a language page, which lists the language functions and corresponding structures to be mastered to perform those tasks. Each performance objective is indexed to a competency on the list of general competencies, thus identifying the larger lifeskill toward which students are working.

\*All pages included herein are samples taken from the curriculum.



## B-II: HEALTH

## PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given visuals of people who need minor medical care, suggest action to be taken. **Identify illnesses and injuries.	A
Key 2. Make a medical appointment giving name, telephone number, and nature of the problem.	E
Key 3. Given an emergency situation, call the appropriate agency and give the nature of the emergency, name, address, and telephone number.	C
4. Given medicine bottle labels, explain dosage and warnings.	F
5. Given a simplified medical form, fill it out.	H

Suggested Resources

- English for Adult Competency I, Unit 3.
- Lifeskills 2, pp. 69-72, 75.
- Speaking of Survival, pp. 14, 20-29, 66-79.
- Side by Side: One, pp. 88-91, 180.
- A Conversation Book: One, pp. 137, 140-141.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

## LANGUAGE

## B-II: HEALTH

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong. What's the matter with him? He has the flu. I don't feel well. I had a fever and a bad cough.	Verbs: simple present, simple past Conjunction: and	Illnesses Symptoms
Advise someone to do something	Take 2 aspirin, then go to bed. You should call the doctor.	Imperative Modal: should	Remedies
Express/inquire about needs	I need an ambulance. My son is unconscious. I need to see the doctor. I'd like to make an appointment.	Would like Verb to + verb	Emergency situations Telephone etiquette-- appointments
Report information chronologically related	I've been sick for five days. How long has she had this fever? Since Friday. Have you ever had _____?	Verbs: present perfect Adverbials of time: for/since	Medical forms
Express/inquire about obligation	Don't drive when you take this. You must finish this medicine.	Imperative Modal: must	Medicine bottles
Report descriptive information about location	Send an ambulance to _____. There's been an accident at the corner of _____.	Preposition of place	Emergency situations

Index of General Competencies\*

Health

- A Identify parts of the body, ailments, and injuries. (I, II)
- B Know treatment for ailments and injuries. (I)
- C Make emergency phone calls. (I, II)
- D Follow a doctor's/nurse's instructions. (I)
- E Make, cancel, and reschedule medical appointments. (II, III)
- F Read labels on medicine bottles and household products. (II, III)
- G Call school/workplace to report absence. (A-III)
- H Complete medical history forms. (II, III)

\*Competencies are developed into performance objectives at the levels indicated in the parenthesis.

Cross-Cultural Questions

Health

1. What do people do to stay healthy?
2. What do they do when they are sick?
3. How do they get medicine?
4. When do people see doctors?
5. Are there clinics/hospitals? What are they like?
6. Who pays for hospitalization?
7. Are there special programs for the physically/mentally handicapped?

Reading/Writing Enabling Skills

B-II

- Scan texts for given words.
- Pronounce (C)(C)V(C)(C) patterns.
- Identify a few pronunciation symbols.
- Use Eng-Eng dictionary to confirm word meaning.
- Identify common affixes.
- Match synonyms.
- Deduce meaning of compound words.
- Identify pronoun antecedents.
- Identify time and tense markers.
- Put missing words into paragraph.
- Use paragraph context to identify word meaning.

B-II

- Take short messages and notes.
- Use punctuation.
- Indent paragraphs.
- Date and sign notes.
- Use common affixes.
- Use an Eng-Eng dictionary to confirm spelling.
- Order sentences chronologically.
- Separate information into paragraphs.
- Write short paragraphs.

Pronunciation Contrasts

/iy/

/i/

/l/

/r/

Health

leave/live	cheek/chick
feel/fill	sleep/slip
peel/pill	eel/ill
feast/fist	leap/lip
heel/hill	feet/fit
heap/hip	

Health

lice/rice	liver/river
fleas/freeze	lip/rip
list/wrist	lump/rump
lung/rung	belly/berry
glow/grow	

APPENDIX III.9 ADAPTED LOCAL CURRICULUM #2

CLASS: PROGRAM LEVEL: 2 (STUDENT PERFORMANCE LEVELS:II, III, IV)

TOPIC: EMPLOYMENT-ON THE JOB

COMPETENCY: EOJ-20 Follow simple two step oral instructions on the job.

TRI-STATE M.E.L.T. PROJECT:  
Migration and Refugee Resettlement Services  
of Columbus, Ohio

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	MATERIALS
<p>← →</p> <p>Pick up the hammer and give it to _____</p> <p>← →</p> <p>Put the hammer on the floor, then give the _____ to _____.</p> <p>← →</p> <p>Give the hammer to me, but keep the wrench.</p>		<p>DANGER</p> <p>HIGH VOLTAGE</p>		<p>Sentence connectors: and, but, then</p>	<p>Hand tools</p> <p>Power tools.</p>	<p>On the job safety is your responsibility.</p>	<p>Tools - saw blades pliers screwdriver (regular &amp; Phillips) wrench hammer car jack flashlight drill belt</p>

CLASS: PROGRAM LEVEL: II (STUDENT PERFORMANCE LEVELS: II, III, IV)

TRI-STATE M.E.L.T. PROJECT:  
Migration & Refugee Resettlement Services  
of Columbus, Ohio

TOPIC: MONEY

COMPETENCY: MON-4 Make or respond to a request for change

MON-6 Read names of coins on coin-operated machines.

MON-7 When incorrect change is received, identify and request the correct amount of change from the purchase.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	MATERIALS
<p>Do you have a ____?</p> <p>Do you have change for a ____?</p>	<p>My change should be ____.</p>	<p>penny, nickel, dime, quarter, half-dollar</p> <p>USE ONLY CORRECT CHANGE</p> <p>USE <u>QUARTERS</u> ONLY</p>		<p>Do you have ____?</p>	<p>Names of coins. Change.</p>		<p>Coins.</p>

CLASS: PROGRAM LEVEL: 2 (STUDENT PERFORMANCE LEVELS: II, III, IV)

TRI STATE M.E.L.T. PROJECT:  
Migration and Refugee Resettlement Services  
of Columbus, Ohio

TOPIC: BANKING

COMPETENCY: BAN-4 Buy a money order.

BAN-6 Fill out a money order, including date, amount, name of addressee, own name and signature.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	MATERIALS
50¢. I'd like to buy a money order for ____.	Do you sell money orders?  How much is a money order?		Date, amount, name, address.  Spelling: numbers- one, twenty, etc.	Do you sell...?  How much ?	money order check	Talk about advan- tages & disadvan- tages of different kinds of payment- check, monthly charge, cash, etc.	Copies of money orders & checks for students to fill in.

CLASS: PROGRAM LEVEL: 3 (STUDENT PERFORMANCE LEVELS: IV AND V)

TOPIC: SOCIAL LANGUAGE

TRI-STATE M.E.L.T. PROJECT:  
Migration and Refugee Resettlement Services  
of Columbus, Ohio

COMPETENCY: SOC-4 State weather conditions.

CHS-16 Respond to serious weather conditions based on a TV, radio, or telephone warning.

SOC-23 Suggest appropriate clothing and activities based on the weather.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	MATERIALS
<u>Broad Street</u> is closed.  I-71 between Broad and Hudson is closed.  Tornado warning!	It's <u>sunny</u> .  You should wear <u>boots</u> .			It's <u>adj.</u> .  You should ....	Blizzard Warning Watch Temperature  Rainy, snowy, stormy, windy, hot, foggy.	Things to do in the snow: sledding, skiing, building snowmen, etc. Winter can be enjoyable.  Importance of watching for dangerous weather at certain times of the year.	City map.

## APPENDIX III.10 LESSON PLAN NUMBER 1

### LESSON PLAN: READING THE WANT ADS

Level: ESL 100, SPL 3

Objective: to interpret classified ads for housing

language skills: information questions (how much, how many, what district); yes/no questions; superlative adjectives

Materials:

Worksheet, "Reading the Want Ads"

Classified ads, several ads for each of the following categories:

furnished apartments  
unfurnished apartments  
furnished flats  
unfurnished flats  
unfurnished houses

Procedure

Opener: reference to story in text about someone who was looking for an apartment and looked at ads in the newspaper

Set Up

- 1) distribute worksheet
- 2) elicit meanings of selected words (BR, BA, 3 BR, 1½BA, cheapest, most expensive, pet, monthly, available, unfurnished, flat)
- 3) elicit names of districts in San Francisco
- 4) put each category of ad in a different location of the room
- 5) relate questions on worksheet to category of ad and location in room (e.g., Here are the unfurnished flats. Which questions?)
- 6) Point out that the answers for questions 11-14 are not in the ads

Activity: have students work individually; allow students time to find answers for each question on the worksheet; assist students as requested

Wrap Up: put students in small groups (three to five); have students reach consensus on answers for questions one through ten

Christine Runn  
San Francisco  
Community College Centers



## Lesson Plan, Reading the Want Ads, page 3 of 3

## Reading the Want Ads (page 2)

6. Find the most expensive furnished flat.
  - a. How much is the rent?
  - b. How many bedrooms does it have?
  - c. How many bathrooms does it have?
7. Find the cheapest unfurnished flat.
  - a. How much is the rent?
  - b. How many bedrooms does it have?
  - c. Where is it?
8. Find the most expensive unfurnished flat.
  - a. How much is the rent?
  - b. How many bedrooms does it have?
  - c. How many bathrooms does it have?
9. Find the cheapest unfurnished house.
  - a. How much is the rent?
  - b. How many rooms does this house have?
10. Find the most expensive unfurnished house.
  - a. How much is the rent?
  - b. How many bedrooms does it have?
11. Do you live in a house, apartment, or flat?  
Is it furnished or unfurnished?
12. How many rooms does it have?
13. How many bedrooms does it have?
14. Did you find it by reading the want ads?

Christine Bunn  
San Francisco  
Community College Centers

## Lesson Plan, Reading the Want Ads, page 2 of 3

## READING THE WANT ADS

Things you need to know:

BR=

BA=

1. Find the cheapest listing for a furnished apartment.
  - a. How much is the rent for one month?
  - b. Can two people live there?
  - c. Can you have a cat if you live there?
2. Find the most expensive listing for a furnished apartment.
  - a. How much is the monthly rent?
  - b. How many bedrooms does it have?
  - c. Is it available this month?
3. Find the cheapest unfurnished apartment.
  - a. How much is the rent?
  - b. Where is it?
4. Find the most expensive unfurnished apartment.
  - a. How much is the rent?
  - b. How many bedrooms does it have?
  - c. How many bathrooms does it have?
  - d. Can you see the Golden Gate Bridge from this apartment?
5. Find the cheapest furnished flat.
  - a. How much is the rent?
  - b. What district is it in?

Christine Bunn  
San Francisco  
Community College Centers

## APPENDIX III. 11 LESSON PLAN NUMBER 2

### LESSON PLAN: DETERMINING LONG DISTANCE RATES

Level: ESL 200, SPL 5

Objective: to interpret charts of long distance rates from the telephone book

language skills: comparative and superlative adjectives;  
information questions (how much, what day, what time);

basic skills: addition, multiplication, subtraction

Materials:

a classroom set of telephone books (preferably all the same edition),  
one for each student or for each pair of students

Procedure

Opener: ask "How many of you have used the telephone to call friends  
in other cities?" Los Angeles? Sacramento?

lead into objective, "Maybe you can tell me when is the cheapest  
time to call?"

Set Up

- 1) present dialogue (see page 3 of lesson plan), several readings, each with a different focus: 1st read chorally, 2nd elicit words for each blank, 3rd have class spell for student who fills in blank on board, 4th have class take part of #1 and teacher of #2, 5th have one student take part of #1 and rest of class #2, 6th have class tell instructor which words have stress, 7th divide class into two halves, one-half take part of #1, the other half take part of #2, 8th have halves switch parts, 9th have one student take part of #1 and another student take part of #2

- 2) project transparency of page from telephone book (see page 4 of lesson plan)

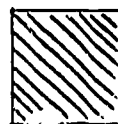
explain selected words (e.g., rate = price; dial direct = no help)

elicit other key words (e.g., What do we call Saturday and Sunday?)

- 3) orient students to code and chart  
(e.g., many lines = most expensive  
fewest lines = least expensive; cheapest)

What about Wednesday at six in the evening?  
What about Monday at twelve midnight?

many lines      fewest lines



cheapest

- 4) have students stand up and go get telephone books

## Lesson Plan, Determining Long Distance Rates, page 2 of 4

## Activity:

- 1) refer students to appropriate page
- 2) do problems together

e.g., Look at Crescent City. What's the rate? Week days for the first minute? for the next four minutes?

$$\begin{array}{rcl} 1 @ .62 & = & .62 \\ 4 @ .45 & = & \underline{1.80} \\ & & 2.42 \end{array}$$

e.g., Look at the evening rate. How much is the same telephone call?

e.g., Look at the night time rate. How much is the first minute?

Repeat the above three problems for Fremont

## 3) Dictate problems:

1. What day and what time is the cheapest time to call Watsonville?
  2. How much is the first minute at the cheapest rate?
  3. How much is each minute after the first minute?
  4. What day and what time is the most expensive time to call Watsonville?
  5. How much is the first minute at the most expensive time?
  6. How much is each minute after the first minute?
  7. How much is a five-minute call at the cheapest rate?
  8. How much is a five-minute call at the most expensive rate?
- 4) have students work individually or in pairs (move around room to answer questions, look at work, reinforce directions not being followed, give positive reinforcement)

Wrap Up: have students who finish first put answers on board;  
have students correct own papers

Bill Shoaf  
San Francisco  
Community College Centers

## Lesson Plan, Determining Long Distance Rates, page 3 of 4

## DIALOGUE: LONG DISTANCE RATES

- 1: Eighty-five dollars.  
This phone bill is expensive
- 2: Who did you call?
- 1: I called my mother in Santa Rosa.
- 2: When did you call?
- 1: On Monday at 3:00 in the afternoon.
- 2: That's the most expensive time to call.
- 1: Oh! When is the cheapest time to call?
- 2: Any evening after 11 p.m.

Bill Shoaf  
San Francisco  
Community College Centers



© Pacific Bell 1984

## Rates within your Service Area from San Francisco

A38

### Lowest rates — dial-direct one-minute rates

Dial-direct calls are those completed from and billed to a residence or business phone without Operator assistance.

On dial-direct calls, you pay only for the minutes you talk. The initial rate period is one minute any time of day or night.

### Rates and discount periods

Full weekday rates apply 8:00 A.M. to 8:00 P.M., Monday through Friday.

Lower evening rates apply 8:00 P.M. to 11:00 P.M., Monday through Friday. The discount rate is 30% less than the full weekday rate.

Lowest night rates apply 11:00 P.M. to 8:00 A.M., Monday through Friday, all day Saturday and Sunday, and on the Holidays listed below. The discount is 60% less than the full weekday rate.

Discount rates shown on this page are approximate. When calculating charges for billing, fractional cents are dropped.

Charges are based upon rates in effect at the time of connection at the calling point including calls beginning in one period and ending in another.

The sample rates shown on these pages exclude all taxes.

### Night rates apply:

Labor Day	September 3, 1984
Thanksgiving	November 22, 1984
Christmas	December 25, 1984
New Year's	January 1, 1985
Washington's Birthday (California)	February 18, 1985
Independence Day	July 4, 1985

### Rates to other Service Areas

Long distance services to telephone numbers outside your Service Area are provided by other companies.

Rates are determined by the company or companies that provide your service.

See the Pacific Bell Yellow Page Listings under the "Telephone Communication Services" heading for information about long distance calling systems.

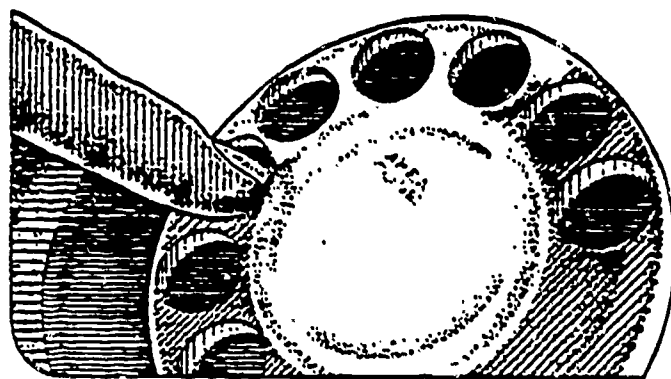
Discounts of the full weekday rates apply evenings, nights and weekends.

	M	T	W	T	F	S	S
8 A.M. to 5 P.M.							
5 P.M. to 11 P.M.							
11 P.M. to 8 A.M.							

### Dial-direct

Sample rates from San Francisco to:

	Full (weekday) rates		Lower (evening) rates 30% discount		Lowest (night weekend) rates 60% discount	
	First minute	Each additional minute	First minute	Each additional minute	First minute	Each additional minute
Campbell	\$.34	\$.23	\$.23	\$.18	\$.13	\$.10
Crescent City	.62	.46	.43	.32	.24	.18
Eureka	.60	.44	.42	.31	.24	.18
Fairfield-Suisun	.34	.25	.23	.18	.13	.10
Fort Bragg	.50	.36	.35	.27	.20	.16
Fortuna	.56	.43	.40	.31	.23	.18
Fremont	.27	.18	.18	.13	.10	.08
Garberville	.56	.42	.39	.30	.22	.17
Leggett	.53	.40	.37	.28	.21	.16
Palo Alto	.27	.18	.18	.13	.10	.08
Santa Rosa	.38	.29	.26	.21	.15	.12
Sunnyvale	.30	.21	.21	.15	.12	.09
Ukiah	.44	.34	.30	.24	.17	.14
Watsonville	.42	.33	.29	.24	.16	.14
Willits	.47	.36	.32	.25	.18	.15



Rates are those in effect on June 21, 1984. They may change if authorized by the California Public Utilities Commission.

International Insitute of Metropolitan St. Louis  
St. Louis, Missouri

The Language Program at the International Insitute of St. Louis operates 6 levels plus an intake level which focuses on audio-motor skills for two weeks and production skills before students are admitted into level 1. Teachers are both ESL trained professionals and volunteers who are trained at the Institute. The curriculum utilizes competencies while maintaining a grammar base. Students come from a variety of language and ethnic backgrounds including a fairly large proportion from Ethiopia.

Learning Activity for Levels IV and V

Topic: Employment--Finding a Job

Multi-Level Class

Competencies which are addressed in this Learning Activity include:

- EFJ-15 Describe previous work experience, job skills, qualifications and training in detail, including degrees of ability.
- EFJ-18 Answer basic questions about educational background, including dates and location(s).
- EFJ-21 Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
- EFJ-22 Find out about benefits for a new job; do so in an appropriate manner.
- EFJ-24 State own strengths related to work.
- EFJ-26 Respond appropriately to an employer's decision about a job, whether accepted or rejected.

**COMPETENCY; behave appropriately in a job interview****Subcompetencies:****I. Socio-cultural****A. recognize importance of:**

1. good grooming
2. promptness
3. eye contact
4. clear speaking (not mumbling)
5. firm handshake
6. introduction with full name

**B. recognize signals of acceptance or rejection ("This looks good.**

When can you start?" vs. "Well, we'll call you if we need you.")

**C. recognize signals of interview stages and expected behavior at each**

(e.g. "Have a seat" [interviewer's turn to ask questions] vs. "Do you have any questions?"

[applicant's turn to ask questions or make statements] vs. handshake + "We'll be in touch." or "See you then." [end of interview])

**II. Strategic****A. learn to expect questions posed frequently by interviewers and reasons behind them**

(e.g. "How will you get to work? Do you have reliable transportation?") (see attached list)

**B. plan most effective (while still truthful) answers appropriate to own situation**

(e.g. "There's a direct bus right in front of my apartment.")

**C. roleplay questions (posed in random order) and own answers until able to respond smoothly and spontaneously.****D. learn appropriate questions and concerns for the applicant to ask the interviewer**

(e.g. "Is there insurance?") (see attached list)

**III. Linguistic**

**A. practice short answers to yes/no questions in present perfect ("Have you ever worked as a cook?" "No, I haven't." or "Yes, I have. I worked at ZZZ restaurant for [amount of time].")**

**B. practice "How long?" questions and answers with present perfect vs. simple past (e.g. "How long have you gone to school here?" vs. "How long did you go to school in X?")**

**C. learn to hear and respond appropriately to the difference between "Where" and "When" questions in simple past (e.g. "Where/ When did you go to school in X country?")**

**General Dialogue (used as a framework for practicing sociocultural, strategic, and linguistic subcompetencies)**

**I = Interviewer**

**A = Applicant**

**Roles assigned randomly and rotated regularly**

**I. (holds out hand) Hello, my name is (first name) (last name).**

**A. (shakes hand, looks into eyes) I'm (first name) (last name).**

**I. Sit down. (gestures to chair)**

**A. Thank you. (sits)**

**I. (draws a question from envelope of interviewer questions, asks it)**

**A. (answers or says "Excuse me. Please say that again.")**

**I. (asks second random interviewer question or repeats first, misunderstood one)**



A. (answers)

I. Do you have any questions?

A. Yes, (draws question from envelope of applicant questions, asks it)

I. (gives imaginary answer) Anything else?

A. No, thanks.

\*\*\*\*\* (positive conclusion) \*\*\*\*\*

I. OK, this looks good. When can you start?

A. How about Monday?

I. That will be fine. (rises, offers hand) See you then.

A. (also rises, shakes hands) Goodbye, and thanks.

\*\*\*\*\* (negative conclusion) \*\*\*\*\*

I. Fine, we'll call you if we need you. (rises and offers hand)

A. OK, thanks anyway. (shakes hand and moves away)

I. Not at all.

## INTERVIEWER'S QUESTIONS

A. Are you willing to work the night shift?

B. \_\_\_\_\_

A. What kind of work experience have you had?

B. \_\_\_\_\_

\*\*\*\*\*

A. What are your qualifications for this job?

B. \_\_\_\_\_

A. Can you work weekends if necessary?

B. \_\_\_\_\_

\*\*\*\*\*

A. What was your last job? What did you do?

B. \_\_\_\_\_

A. Do you have children? Who's going to take care of them?

B. \_\_\_\_\_

\*\*\*\*\*

A. How will you get to work? (car? bus?)

B. \_\_\_\_\_

A. Why did you leave your last job?

B. \_\_\_\_\_

\*\*\*\*\*

B. Will I be able to work more hours if I want to?

A. \_\_\_\_\_

B. Is the work steady?

A. \_\_\_\_\_

B. Are there benefits like insurance, discounts, or vacations?

A. \_\_\_\_\_

B. Do you pay overtime?

A. \_\_\_\_\_

B. Are there regular pay increases? How much?

A. \_\_\_\_\_

B. What are the opportunities for advancement?

A. \_\_\_\_\_

B. What is the pay?

A. \_\_\_\_\_

**APPENDIX IV.1 COMPETENCY CHECKLIST, NUMBER 1**  
**STUDENT COMPETENCY ACHIEVEMENT**

Name \_\_\_\_\_

Class \_\_\_\_\_

TEPR Entry Date \_\_\_\_\_

Social Security No \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

- Key: 0 - Needs Improvement  
 1 - Communicative/Satisfactory  
 2 - Good  
 3 - Very Good

Date   Date

1. State previous occupation(s) in simple terms		
2. Ask and answer basic questions about work shifts, starting date, specific hours and payday		
3. Read want ads and indentify skills needed for a job		
4. Describe previous work experience, job skills, qualifications, and training in detail, including degree of ability		
5. State own ability to use tools, equipment, and machines		
6. Follow simple one-step oral instructions to begin and perform a task which is demonstrated, including simple classroom instructions		
7. Ask if a task was done correctly		
8. Ask simple clarification questions about routine job tasks and instruccions		
9. Ask supervisor/co-worker for help		
10. Respond to simple oral warnings/basic commands about safety		
11. Interpret common warnings/safety signs at the work site		
12. Give simple excuses for lateness or absence in person		
13. Report work progress and completion of tasks		
14. Follow simple two-step oral instructions on the job		
15. Find out about the location of common materials and facilities at the work site		
16. Follow simple oral instructions which contain references to places or objects in the immediate work area		
17. Modify a task based on changes in instructions		
18. Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work		
19. Give specific reasons for sickness, absence, or lateness		
20. Report specific problems encountered in completing a task		

Name \_\_\_\_\_

Class \_\_\_\_\_

Social Security No. \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

21.	Express lack of understanding		
22.	Ask someone to repeat		
23.	Ask for and give clarification using basic questions words		
24.	Ask someone to spell or write something		
25.	Spell or write something for purpose of clarification		
26.	Repeat instructions to verify comprehension		
27.	Ask for and give information about the location of items and places		
28.	Read, say, copy, write numbers as used on streets and buildings		
29.	Follow or give simple oral directions to a place		
30.	State locations by giving address and nearest cross streets, or by referring to familiar landmarks		
31.	Read prices on tags or signs and distinguish dollars and coins		
32.	Identify self orally: Give name, ID/Soc. Sec. number, telephone number, country of origin, address, age, birthdate, marital status		
33.	Respond to questions about own ability to read and write in English and any other language		
34.	State number or years of previous education and/or study of English		
35.	State or write own physical characteristics, including height, weight, color of hair, eyes		
36.	Introduce oneself using simple language		
37.	Respond to common gestures, including handshakes, headshaking to indicate yes/no, beckoning, etc.		
38.	Ask and answer simple questions about daily activities and weekly routines		
39.	Ask permission to use or do something		
40.	Give simple compliments about food, clothing, or housing		
41.	Ask for or offer assistance		
42.	Identify oneself on the phone when answering and when calling		
43.	When answering the phone, locate the person requested or indicate that the person is not there, and take name and phone number of caller when necessary.		
44.	Read and write dates when expressed in numbers or words		
45.	Read and write clock time		
46.	Ask and answer questions using general time phrases		

# APPENDIX IV.2 COMPETENCY CHECKLIST, NUMBER 2

## Personal Identification and Communication - Intermediate

### Rating Scale

- 0 - Needs much improvement
- 1 - Communicative
- 2 - Communicative and structural accuracy

Student Name	Identify self. 1	Describe family. 2	Identify time periods using time expressions. 3	Make different types of calls. 4	Describe and respond to emergency situations. 5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

## Personal Identification and Communications - Intermediate

Competency #	Materials Needed	Teacher Script
1	form pg. 143 EAC II	<p>T - How long have you been in San Diego?</p> <p>T - How many years did you go to school in your country?</p> <p>T - What school do you go to?</p> <p>T - What's your teacher's name?</p> <p>T - Please fill out this form.</p>
2		<p>T - Tell me about your family. (Elicit 3 statements at least)</p>
3	current month's calendar	<p>T - What's the date today? (point to dates on calendar which will elicit these responses)</p> <p>S - 3 days ago day before yesterday last week next week in 3 days</p> <p>T - When did you leave your country?</p>
4	picture of telephone or plastic telephone	<p>T - You don't have my phone number or a phone book. What do you dial? (student should dial 411)</p> <p>T - Information for what city?</p> <p>S - (any appropriate answer)</p> <p>T - Go ahead.</p> <p>S - (Ask for number)</p>
5	picture of phone or plastic phone	<p>T - You want to call your brother in Los Angeles, but you want him to pay for the call. What do you do?</p> <p>S - (any appropriate answer)</p> <p>T - What do you say?</p> <p>T - You want to call long distance and speak only to 1 person - Mr. Tom Jones. What kind of call do you make?</p> <p>S - (any appropriate answer)</p> <p>T - What do you say?</p>

EVALUATION CRITERIA FOR REEP ACHIEVEMENT PLANS

The achievement plans are used for recording student progress. The teacher assesses the students' language ability as they are performing the tasks and evaluates the efficacy of the communication taking place.

## LITERACY, A-I, A-II EVALUATION CRITERIA

- 0 Student is unable to perform task; cannot be understood.
- 1 Student communicates message but make errors; understood if attentive.
- 2 Student conveys a structurally correct message; easily understood.

The A-III and B-Track levels require a two-step evaluation. First, students are evaluated on their ability to use the language taught to perform the task. If successful, they receive a check for the task. At the end of each three-week time block, the teacher also evaluates the students' general language ability. This is a global assessment based on the students' ability for their level. Therefore, students at any level might receive "Good"; they would differ in the complexity of the language taught at the different levels.

## A-III AND B-TRACK EVALUATION CRITERIA

Good "3"

Pronunciation	No serious mispronunciations; easily understood.
Listening	Understands at nearly normal speed; may ask for clarification.
Grammar	Controls most of the structures taught but makes occasional errors that do <u>not</u> obscure meaning; corrects self.
Vocabulary	Actively uses vocabulary taught and readily understands new vocabulary in context.
Reading/Writing	Easily comprehends required reading; has no problems completing forms; handles daily writing tasks with only occasional errors.

Satisfactory "2"

Pronunciation	Some mispronunciations leading to confusion; understood if attentive.
Listening	Understands at slower-than-normal speed; some repetition is necessary.



Grammar	Control of simple structures, but makes errors which occasionally obscure meaning; can correct self when questioned.
Vocabulary	Understands most vocabulary taught, although all may not be part of students' active repertoire.
Reading/Writing	Comprehends required reading when guided by questions; has no problems completing forms; handles daily writing tasks with frequent errors.

Needs Improvement "1"

Pronunciation	Frequent mispronunciations; cannot be understood.
Listening	Understands only slow speech using familiar language.
Grammar	Very little control of structures taught, making comprehension difficult.
Vocabulary	Understands and uses minimum vocabulary.
Reading/Writing	Needs assistance for minimal comprehension of required reading; has problems completing forms; difficulty with daily writing tasks.

REFUGEE EDUCATION AND EMPLOYMENT PROGRAM, ARLINGTON, VA

## EVALUATION

Students are evaluated on their ability to perform the key performance objective tasks. Each REEP level is preceded by the corresponding MELT level description which is used as a standard for evaluating student performance. The achievement plans list the key performance objectives on individual forms to be given to the students at the end of each three-week time block. If the student is able to successfully perform the task using the language taught, the teacher checks the task on the achievement plan. The students are also evaluated on their general language ability expressed in terms of pronunciation, listening, grammar, vocabulary, reading and writing.

### ACHIEVEMENT PLAN

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Level B-II

Check means student can do the task.

Language Skills: 1 Needs improvement  
2 Satisfactory  
3 Good

Time Block: II

#### Language Skills

#### Food

1. Read food ads \_\_\_\_\_
2. Find food in supermarket \_\_\_\_\_

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

#### Health

1. Suggest treatment \_\_\_\_\_
2. Make appointment \_\_\_\_\_
3. Make emergency call \_\_\_\_\_

Absences: \_\_\_\_\_  
Comments: \_\_\_\_\_

#### Money/Banking

1. Write checks \_\_\_\_\_
2. Request correct change \_\_\_\_\_

APPENDIX IV.4 B.E.S.T. SAMPLE PAGES - CORE SECTION, FORM C

# PART 3

Write the answers.



EXAMPLE:

BEEF CHUCK NECK BONES		SELL BY: 63 AUG 28 1983
NET WT.	PRICE PER LB.	TOTAL PRICE
M 1.96 L B	\$0.99	\$1.94

How much does this package cost? \$1.94

How much does it cost per pound? \$0.99

GROUND BEEF REGULAR		10 SEP 12
SAFEWAY Guaranteed MEATS		TOTAL PRICE \$1.26
1.39 PRICE PER LB.	0.91 NET WEIGHT LBS.	
PERISHABLE — KEEP REFRIGERATED SAFEWAY STORES, INCORPORATED • HEAD OFFICE, OAKLAND, CA 94660		

1. How much does this package cost? \_\_\_\_\_

Thank You For Your Patronage		
244444 801803		
DELI -CHEESE-		
NET WT/CT	UNIT PRICE	TOTAL PRICE
0.50 LBS	3.59	\$1.80
KEEP REFRIGERATED		

2. How much does this package cost? \_\_\_\_\_

SELL BY F A SEP 15	
FRYING CHICKEN	
PRICE PER LB.	LBS. NET WT.
\$0.79	3.69
\$2.92 MEAT TOTAL PRICE	
Thank You For Your Patronage	

3. How much is this a pound? \_\_\_\_\_



Procedure	Test Questions	Response	Score	
			0	1 2
Point to the woman in the picture.				
20. Where is she?		"In a supermarket?"	20. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
She wants to buy some lemons, but she doesn't know how much they cost.				
21. What question could she ask?		"How much are they?"	21. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Put the three dollar bills and change (two quarters, two dimes, two nickels, four pennies — \$3.84 total) in front of the examinee. <i>Place one coin of each denomination face up and the others face down.</i>				
Point to the lemons that the woman is holding.				
22. These lemons cost 20 cents each. Show me how much money she needs for one lemon. They're 20 cents each.		chooses correct amount	22. <input type="checkbox"/>	<input type="checkbox"/>
23. Show me a quarter.		points	23. <input type="checkbox"/>	<input type="checkbox"/>

SUBTOTAL





Procedure	Test Questions	Response	Score
Point to the picture of the accident.			0 1 2 3
36. What do you think happened?	explains	36. <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
37. What are they going to do next?	tells something	37. <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Point to the driver.			
38. How do you think he feels?	"Upset." "Worried." "Sad."	38. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Point to the license plate.			
39. What's the license plate number?	"252-FLP."	39. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
40. Ask: "252-F-L-D?", intentionally confusing "P" and "D".	indicates error	40. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Question 41 is intentionally difficult. It should elicit a request for clarification from the examinee.			
41. In your estimation, was the youngster neglectful?	"I don't understand." "Please repeat."	41. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Point to the cyclist.			
Do you think the child was wrong?	"Yes/No."		
42. Why?/Why not?	explains	42. <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

SUBTOTAL

☐ ☐

An appointment card:

Dr. A. J. HANCOCK 502 Commonwealth Ave. Boston, MA 02116		
TELEPHONE (617) 295-4682		
M	<u>PAUL SAMPSON</u>	
HAS AN APPOINTMENT ON		
<u>THURS</u> DAY	<u>NOV</u> MONTH	<u>2</u> DATE
AT _____ A.M. <u>4</u> P.M.		
IF UNABLE TO KEEP APPOINTMENT, KINDLY GIVE 24 HRS. NOTICE.		

4. Who is going to see the doctor?
  - a. A. J. Hancock
  - b. November 2
  - c. 4:00
  - d. Paul Sampson
5. What time is the appointment for?
  - a. 2:00 in the morning
  - b. 2:00 in the afternoon
  - c. 4:00 in the morning
  - d. 4:00 in the afternoon
6. What should the patient do if he can't see the doctor?
  - a. Call the doctor on November 1.
  - b. Call the doctor on November 2.
  - c. Call the doctor on November 3.
  - d. Call the doctor on November 4.

APPENDIX IV.6 - EXCERPTS FROM THE B.E.S.T. MANUAL (pp. 1-12)



## TABLE OF CONTENTS

I. OVERVIEW.....	1
II. TEST DEVELOPMENT.....	2
III. USE AND INTERPRETATION OF CORE SECTION RESULTS FOR PLACEMENT, PROFICIENCY AND DIAGNOSTIC EVALUATION....	8
IV. USE AND INTERPRETATION OF LITERACY SKILLS SECTION RESULTS FOR PLACEMENT, PROFICIENCY AND DIAGNOSTIC EVALUATION.....	11
V. ADMINISTRATION OF THE CORE SECTION.....	13
SCORE CONVERSION TABLES.....	20
VI. NOTES ON INDIVIDUAL ITEMS:	
CORE SECTION - FORM B.....	22
CORE SECTION - FORM C.....	31
CORE SECTION - FORM D.....	40
VII. ADMINISTRATION OF THE LITERACY SKILLS SECTION.....	49
SCORE CONVERSION TABLES.....	55

NOTE:

For a general overview of the test and instructions for administration and scoring, refer to Sections I, V, VI and VII in this manual.

## I. OVERVIEW

During the latter part of the 1970s, new non-academic English as a Second Language (ESL) curricula for adults were developed using a competency-based model. Text materials soon followed which included tasks for demonstrating mastery of individual competencies, but a standardized criterion-referenced test was not available to complement the curricula and the texts. The Basic English Skills Test (B.E.S.T.) now completes that curriculum development effort.

The B.E.S.T. is a test of elementary listening comprehension, speaking, reading, and writing, intended for use with limited-English-speaking adults for whom information on the attainment of basic functional language skills is needed. The test consists of two sections: a Core section and a Literacy Skills section.

The Core section is an individually administered face-to-face interview requiring about 10-15 minutes per examinee. It includes a series of simulated real-life listening comprehension and speaking tasks, such as telling time, asking for directions, handling verbal terms for money, and conversing socially at a simple level. Also included is a reading task (recognition of a series of sight words) and writing task (completion of a short biographical data form) which together serve as a screening device to identify examinees for whom the Literacy Skills section would be appropriate.

The Literacy Skills section, which may be administered either individually or on a group basis, presents a variety of reading tasks ranging from recognizing dates on the calendar and understanding food and clothing labels to reading bulletin announcements and newspaper want ads. Writing tasks range from addressing an envelope and writing a rent check to filling out an application form and writing a short passage on a biographical topic. Testing time for the Literacy Skills section is one hour.

The B.E.S.T. is designed to provide useful information in three basic areas:

- (1) evaluating the extent and nature of students' English language proficiency on entry into language training courses, for purposes of appropriate class placement and/or planning of individualized learning activities best suited to a given student;
- (2) determining the progress of individual students, or the class as a whole, in developing functional proficiency in English with respect to the types of "survival" and pre-vocational language-use situations represented in the test;
- (3) providing diagnostic feedback concerning students' acquisition or lack of acquisition of each of the particular language-use tasks included in the test (for example, telling time, dealing with money, etc.) This information may be used for overall course planning and/or individual remedial instruction.

Although the B.E.S.T. is not intended as a placement or achievement test for vocational training courses taught wholly or primarily in English, it can serve as a screening device in that students who do not perform at a very high level on the tasks represented in the B.E.S.T. would not be expected to have sufficient language proficiency to profit from most English-medium vocational training courses.

## II. TEST DEVELOPMENT

The B.E.S.T. is a cooperative venture among ESL teachers, administrators, and test developers. Principal funding for test planning, preparation, and initial administration was provided by the Office of Refugee Resettlement (ORR), Department of Health and Human Services (Region I in Boston and the National Office in Washington, D.C.). Teachers and administrators participating in these activities for the 1982 version (Form A) of the test were all Region I grantees. Forms B, C and D were field-tested in 1984 by seven geographically diverse programs who participated in the ORR Mainstream English Language Training (M.E.L.T.) Project.\* Test developers were members of the Center for Applied Linguistics (CAL) staff.

### Development of Test Specifications

Through a working conference early in the test planning stage, both the topical and linguistic elements to be tested were identified. Conference participants identified the following topic areas as crucial to "survival level" competency in English: personal identification, greetings, kinship terms, health terms, parts of the body, numbers, time, money, shopping for food and clothing, housing, emergencies, directions, using the telephone, completing simple forms, checks, envelopes, and other similar writing activities. Grammatical structures considered necessary for the accomplishment of these tasks included the simple present and present progressive tenses, "yes"- "no" and "Wh-" questions, and negation. Priority functions included imparting information, seeking information, and seeking clarification.

All of the above were included in the 1982 version of the test, with the single exception of use of the telephone, which was found to present inordinate administration problems during field-testing. Telephone-related items are, however, included (for example, locating phone numbers in the directory).

In the development of Forms B, C and D (1984), topics and tasks to be included were re-examined. A new section testing work-related language was added and comments from users of the 1982 version were incorporated into the new forms. The diagram on page 3 shows the grouping of topics and distribution of language tasks across the skill areas of listening comprehension, speaking, reading, and writing. The content is basically the same for all three of the new forms of the test.

### Test Preparation and Trial Administration

On the basis of test content specifications described above, field-test versions of both the Core and Literacy Skills Sections for Forms B, C and D were developed and administered over a six-month period (from December 1983 to June 1984) at the M.E.L.T. training centers. All tests were administered and scored by ESL teachers and program supervisors, based on CAL tester-training sessions and detailed written instructions. Across testing sites, the total number of students included in the field-test was 987 for the Core Section and 632 for the Literacy Skills Section. Student native languages represented included Vietnamese, Hmong, Lao, Cambodian/Khmer, Chinese, Spanish, Polish and others.

\*M.E.L.T. Project participants: International Institute, Boston, MA; International Institute of Rhode Island, Inc; Refugee Education and Employment Program, Arlington, VA; Northwest Educational Cooperative, Arlington Heights, IL; Spring Institute for International Studies, Denver, CO; San Francisco Community College Centers Division, CA; and San Diego Community College District, CA.

# Content Outline

TOPIC AREAS	CORE SECTION				LITERACY SKILLS SECTION	
	Speaking	Listening	Reading	Writing	Additional Reading	Additional Writing
Greetings, Personal Information	Greets, gives name, spells name, states where from, how long in U.S.		Reads "Name" and "Address" on form	Fills out simple data form		Fills out more complex form; writes personal note to a friend
Time/Numbers	Tells time on clock	Understands spoken time	Reads time on clock		Locates given dates on calendar; finds telephone numbers in directory; reads train schedule; reads store hours	Writes date of birth on form
Money/Shopping for Food, Clothing	Asks "How much...?", "Where is...?" Compares shopping in U.S. and native country	Understands spoken price; shows correct coins			Reads price, price per lb., and other information on food labels; reads price, size, etc. on clothing labels	
Health and Parts of Body	Describes ailment, condition	Shows understanding of parts of body			Reads medical appointment card; reads prescription medicine label	
Emergencies/Safety	Describes accident scene		Matches signs, e.g., CLOSED, STOP, etc., with appropriate photographs		Reads excerpts from driver's manual	
Housing	Identifies rooms of house, household activities				Reads ad for apartment	Fills out rent check; addresses envelope to landlord; writes note to landlord
Directions/Clarification	Asks for, gives directions Asks for, gives clarification	Understands spoken directions	Reads map		In addition to the above, the Literacy Skills section tests comprehension of general reading materials (e.g., newspaper articles, school notices)	
Employment/Training	Describes entry-level jobs and own job preferences; gives basic personal information in interview				Reads job want ad	Writes note to teacher explaining absence

BEST COPY AVAILABLE

The total number of items in the field-test versions was intentionally greater than the number to be included in the operational test. This provided the opportunity to select items for the final version on the basis of statistical performance and other information gathered about them during the trial administration.

### Development of Operational Test Form

Selection of items for inclusion in the operational form of the test was based primarily on the statistical results of an item analysis. Level of difficulty and r-biserial coefficients were examined for each test item. The performance of items within their own scales and within other scales (Listening, Communication, etc.) was also examined to ensure that items were properly placed in one of the four scales. The results of the item analysis showed that very few field-test items needed to be eliminated; however, a number of items were deleted in order to shorten the test. Comments from M.E.L.T. field-test examiners were taken into consideration in selecting items to be included in the operational forms. Of the items in the preliminary Core Section (59 in Form B, 61 in Form C and 62 in Form D), 50 were retained in Forms C and D and 49 in Form B for the operational Core Section.

A similar procedure was used to analyze the preliminary form data for the Literacy Skills Section. Of the items initially tested (89 in Form B, 92 in Form C and 91 in Form D), 68 were retained in the operational test form.

### Reliability and Validity Estimates for Operational Test Form

Internal consistency (KR-20) reliability estimates for the items comprising each of the subscales of each form of the Core and Literacy Skills Sections of the operational test are listed below. KR-20 reliability estimates are also provided for each subscale of each test form, as well as for the total test.

#### Core Section

	<u>Form B</u> (N=295)	<u>Form C</u> (N=317)	<u>Form D</u> (N=307)
Listening Comprehension	.785	.727	.746
Communication	.863	.866	.849
Fluency	.864	.843	.861
Total (List.+ Comm.+ Fl.)	.911	.906	.903
Reading/Writing	.826	.796	.770

#### Literacy Skills Section

	<u>Form B</u> (N=308)	<u>Form C</u> (N=307)	<u>Form D</u> (N=304)
Reading	.957	.968	.956
Writing	.899	.909	.903
Total (Reading + Writing)	.966	.972	.966

The main demonstration of the validity of the B.E.S.T. is considered to be its high face and content similarity to the types of real-life language use tasks it is intended to represent. Additional validity-related information is available in the correlations of the test's scale scores with ratings of the examinees' overall language proficiency by M.E.L.T. Project training center staff, using the Student Performance Levels (See page 8.). These correlations show strong relationships between instructor assessments of student language proficiency levels and corresponding scores on the B.E.S.T.

### Scoring Reliability

To provide information on scoring reliability of the test, "check raters," drawn from the pool of regular raters, sat in on Core Section tests and separately scored the students' performance while the test was being administered. Data were collected in this way for 84 administrations: 29 for Form B, 29 for Form C and 26 for Form D. Based on the scoring performance of items included in the final operational form, inter-rater reliabilities for each subscale for each of the three forms are as follows:

	<u>Core Section</u>		
	<u>Form B</u> (N=29)	<u>Form C</u> (N=29)	<u>Form D</u> (N=26)
Listening Comprehension	.983	.988	.992
Communication	.970	.980	.980
Fluency	.976	.956	.979
Pronunciation	.842	.833	.749
Reading/Writing	.874	.912	.917

The Literacy Skills Section was also double-scored. Data were collected for 49 administrations, 14 for Form B, 16 for Form C, and 19 for Form D. Inter-rater reliabilities for each of the three forms, based on items included in the final test, are shown below.

	<u>Literacy Skills Section</u>		
	<u>Form B</u> (N=14)	<u>Form C</u> (N=16)	<u>Form D</u> (N=19)
Reading	.999	.999	.999
Writing	.999	.982	.984

### Inter-scale Correlations

The inter-scale correlations on each form of the test are shown in the following tables:

#### Core Section

##### Form B (N=295)

	<u>List. Comp.</u>	<u>Comm.</u>	<u>Fluency</u>	<u>Reading/Writing</u>
Listening Comp.	—	.757	.669	.651
Communication	.757	—	.799	.687
Fluency	.669	.799	—	.590
Reading/Writing	.651	.687	.590	—
Total	.809	.961	.926	.694

##### Form C (N=317)

	<u>List. Comp.</u>	<u>Comm.</u>	<u>Fluency</u>	<u>Reading/Writing</u>
List. Comp.	—	.711	.604	.584
Communication	.711	—	.812	.633
Fluency	.604	.812	—	.529
Reading/Writing	.584	.633	.529	—
Total	.757	.968	.924	.635

##### Form D (N=307)

	<u>List. Comp.</u>	<u>Comm.</u>	<u>Fluency</u>	<u>Reading/Writing</u>
List. Comp.	—	.699	.552	.522
Communication	.699	—	.801	.590
Fluency	.552	.801	—	.533
Reading/Writing	.522	.590	.533	—
Total	.738	.968	.916	.609

As expected, the four scales show substantial positive correlations, but are sufficiently distinct to warrant separate diagnostic interpretation.

#### Literacy Skills Section

##### Form B (N=308)

	<u>Reading</u>	<u>Writing</u>
Reading	—	.833
Writing	.833	—
Total (Reading + Writing)	.979	.928

Form C (N=307)

	<u>Reading</u>	<u>Writing</u>
Reading	—	.809
Writing	.809	—
Total (Reading + Writing)	.978	.913

Form D (N=304)

	<u>Reading</u>	<u>Writing</u>
Reading	—	.826
Writing	.826	—
Total (Reading + Writing)	.978	.926

III. USE AND INTERPRETATION OF CORE SECTION RESULTS  
FOR PLACEMENT, PROFICIENCY AND DIAGNOSTIC EVALUATION

As indicated in the Overview section, the B.E.S.T. is intended to provide useful information in three major areas:

- (1) determining overall English language proficiency for use in placement, either into a language training program or into other activities, such as employment;
- (2) evaluating individual student and whole-class progress in developing functional proficiency in English at the "survival" and "pre-vocational" levels;
- (3) providing diagnostic information on the acquisition of particular language-use competencies by a given student or by the class as a whole, for use in remedial instruction or course planning.

Since most basic-level English courses for adult learners are primarily addressed to the development of listening comprehension and speaking ability, it is anticipated that student performance on the Core Section will be of primary interest. Appropriate uses of information from the Literacy Skills Section are discussed in a later section.



# Determining Language Proficiency for Placement

During the field-testing of Forms B, C and D by the M.E.L.T. Project participants, data were collected to correlate ranges of B.E.S.T. scores to Student Performance Levels. (The Student Performance Level Descriptions are included in Appendix A.) There are ten Student Performance Levels, ranging from no ability in English to native-speaker ability; the first seven of these levels were included in the M.E.L.T. Project data. In addition to taking Form B, C or D of the B.E.S.T., all of the 987 students in the M.E.L.T. field-test sample were assigned a Student Performance Level. In most cases, individual Student Performance Level assignments were made by relating existing program instructional levels to the SPL descriptions and then assigning the same SPL to students in the same instructional level, rather than assigning an SPL according to individual student proficiency.

The obtained mean scores and standard deviations for students in Levels I through VII were calculated based on performance on the Listening Comprehension, Communication and Fluency scales of the Core Section. For placement and other planning purposes, B.E.S.T. score ranges for each level were then derived from these data. This was done through a modified centour analysis, in which the cumulative frequency distributions of each performance level were compared. Each scale score was assigned to a Student Performance Level group according to the level for which that score was most typical. That is, the Student Performance Level for which the cumulative frequency was closest to 50% (the median) was selected as the most appropriate level to be predicted from that B.E.S.T. score. The data and score ranges described above are shown in the following table:

## B.E.S.T. Scale Statistics for Students

### at Student Performance Levels I - VII

#### Core Section: Listening Comprehension, Communication and Fluency

Student Performance Level	N	Mean	S.D.	B.E.S.T. Score Ranges
0	30	10.1	11.5	0 - 8*
I	76	14.4	10.0	9 - 15
II	168	24.3	13.1	16 - 28
III	179	35.9	14.0	29 - 41
IV	229	46.7	13.1	42 - 50
V	128	53.1	12.4	51 - 57
VI	143	61.3	9.5	58 - 64
VII	34	68.2	8.1	65 - **
	987			

\*Scores are given as equated scores.

\*\*The maximum possible equated scores on each of the forms are as follows: Form B - 81; Form C - 82; Form D - 85.

Properly speaking, B.E.S.T. scores (or any other kinds of test data) can be used to "place" students only when two or more qualitatively different learning opportunities are available—for example, when two separate class sections can be created, one for students who have already attained a reasonable level of proficiency, and another, for students whose ability in English is more rudimentary. In situations where it is indeed possible to allocate students to different class sections or other instructional groupings on the basis of differences in general language proficiency, B.E.S.T. scores may be used for this purpose.

The suggested procedure is to arrange, in order of increasing total score, the Core Section Scoring Booklets for all students to be placed, and then to make a provisional allocation based on the intended class sizes. For example, if from a total group of 32 students it is intended to make two approximately equal class groupings, the initial allocation would group the first 16 students (that is, the student having the lowest Core section score up through the student having the 16th lowest score) into one class section and the remaining 16 students into the other class section. It is strongly recommended that, following this initial grouping, the Core section scores of students at and around the division point be carefully examined to see if there is a "natural break" reasonably near the original division point that would serve as a more suitable dividing line. For example, assume that, after having arranged the students in order of increasing total score, the scores of the 12th student ("Student L") through the 20th student ("Student T") were as follows:

Student:	L	M	N	O	P	Q	R	S	T
Score:	36	36	37	39	40	41	41	49	52

To establish equal-size classes of 16 students each, it would be necessary to break the total group at the point between the 16th student in the list (Student P) and the 17th student (Student Q). However, in this particular instance, a more appropriate division point would be between Student R and Student S, whose total scores differ by 8 points rather than the single-point difference between Students P and Q. This procedure would result in slightly imbalanced class sizes (of 18 and 14 students, respectively), but would provide a more homogeneous ability grouping within each of the two classes.

It should be emphasized that, although B.E.S.T. scores can be of considerable value in placing students into proficiency-level based class groupings, a number of factors in addition to initial language proficiency typically influence the ease and effectiveness with which individual students profit from subsequent language instruction. The student's general aptitude for second language learning (regardless of initial proficiency level), the degree of motivation that the student brings to the learning task, the opportunities for additional language contact outside of the classroom setting, and a number of other variables may be considered to have a significant bearing on the actual classroom progress of a given student. To properly recognize and allow for these factors, it should be possible administratively to reassign individual students who, following the first several class sessions, are not working at the same pace as other students in that section.

By the same token, any other information available to the teacher that would be anticipated to have a bearing on the language-learning performance of a given student (for example, known physical disabilities) should not be ignored but used to modify, as necessary, the regular test-based placement indications.

### Determining Course Outcomes

Provided that entry-level B.E.S.T. scores are available for a given group of students, re-administration of the B.E.S.T. upon completion of the training program can provide some indication of the change in language competence that has occurred during the period of instruction, both for individual students and for the class as a whole. For individual students, this may be done by comparing the B.E.S.T. scores obtained at the beginning of the course to those obtained at the end. Different forms of the test should be administered in each instance. (See page 12 for administration instructions.)

Two cautions are required in interpretation. First, although different forms of the test will have been used on both occasions, the student's recollection of certain specific questions or other test features may result in a somewhat higher re-test score than would otherwise be the case. To minimize this possibility, it is suggested that (a) the two test administrations be separated by a period of at least six to eight weeks, (b) the initial test not be gone over in class or otherwise discussed with the students, and (c) the students not have access to any of the test materials during the intervening period. Second, students who score fairly highly on the first administration of the test would not be expected to show re-test gains as large as those of other students whose entry-level scores were at the lower end of the score range.

Score gains by the class as a whole may be examined by comparing the average test score for the first administration to the average score on completion of the course. Interpretation of the average score data should also take into account the cautions described above.

### Diagnostic Use of Test Results

The preceding sections describe the use of B.E.S.T. scores on a local basis both for placement/instructional planning and to determine the extent of change in general language proficiency occurring over the instructional period. In both instances, attention has been focused on the comparison of test scores across students or from one test administration to another, without specific attention to the linguistic content of the test.

As discussed in the Overview section, the B.E.S.T. has been designed to reflect as closely as possible actual language-use situations with which the student would need to cope in independent daily living in the United States. As such, a student's performance on the B.E.S.T. can be analyzed with respect to the accomplishment or lack of accomplishment of each of the particular language-use tasks represented in the test, in addition to or independently of total test scores.

For example, a student's answers to Core Section questions (e.g., involving "telling time") can be examined as an individual unit of information. Students responding properly to these specific questions may be considered, at least within the range of time-telling activities which they represent, to demonstrate proficiency in this language-use aspect. By the same token, students who respond correctly to questions involving "handling money" may be considered competent in this functional area.

Question-by-question analysis of a given student's performance on these and other items in the Core section may be of considerable diagnostic value in pointing to specific language-use competencies that have already been mastered by the student or that will require specific instruction. Similar analyses, carried out on a whole-group basis, can provide both an indication of particular language-use areas that will need to be emphasized in the course (when the B.E.S.T. is administered prior to instruction) and a confirmation of specific functional outcomes of the instruction (when administered on completion of the training program).

#### IV. USE AND INTERPRETATION OF LITERACY SKILLS SECTION RESULTS FOR PLACEMENT, PROFICIENCY AND DIAGNOSTIC EVALUATION

In situations where students can in fact be grouped for specific instruction in reading and writing on the basis of their current level of skill in these areas, total scores on the Literacy Skills section can be used for this purpose, following the same general procedures described in the Core Section "Placement" section above.

To the extent that reading and writing instruction is a formal aspect of course activities, pre-course and post-course scores on the Literacy Skills section can also be used to determine growth in individual student or whole-class proficiency in these skill areas, using the procedures described in the preceding section on "Determining Course Outcomes."

Regardless of whether reading and writing is explicitly taught in the course, examination of individual students' performance on the different literacy tasks included in the test will provide an indication of strengths and weaknesses that can be addressed on an individual basis.

During the field-testing of Forms B, C and D by the M.E.L.T. Project participants, data were collected to correlate ranges of B.E.S.T. scores to Student Performance Levels for both the Core and the Literacy Skills Sections. The procedure for collecting and analyzing these data is described above (see page 8). The following table shows data and score ranges for the Literacy Skills Section.

B.E.S.T. Scale Statistics for Students  
at Student Performance Levels I - VII

Literacy Skills Section: Reading and Writing

Student Performance Level	N	Mean	S.D.	B.E.S.T. Score Ranges
0	6	13.0	15.3	0 - 2*
I	28	7.3	10.0	3 - 7
II	78	19.0	13.3	8 - 21
III	129	26.9	13.1	22 - 35
IV	180	41.2	13.0	36 - 46
V	107	48.6	11.5	47 - 53
VI	85	58.1	11.7	54 - 65
VII	19	63.4	9.0	66 - **
	<u>632</u>			

\*Scores are given as equated scores.

\*\*The maximum possible equated scores on each of the forms are as follows: Form B - 76; Form C - 72; Form D - 75.)

## BIBLIOGRAPHY

### GENERAL COMPETENCY-BASED EDUCATION REFERENCES

CALCOMP Committee and Consortium, Competency-Based Adult Education: A Process Model. Sacramento: California State Department of Education Education, 1979.

Consortium of the California CBAE Staff Development Project, Handbook for CBAE Staff Development. San Francisco, Center for Adult Education, San Francisco State University, 1983.

Davis, Larry Nolan, Planning, Conducting, and Evaluating Workshops. Austin: Learning Concepts, Inc., 1974.

Fisher, Joan, "A Review of Competency-Based Adult Education, "Report of the USOE Invitational Workshop on Adult Competency Education. Washington, D.C., U.S. Government Printing Office, 1978. (Eric Document 013 371)

Higgins, Norman and Lorrie Hegstad, "Teaching Teachers Skills Needed to Implement Objectives-Based Instruction." Paper presented at the Annual Meeting of the Association for Educational Communications and Technology. Philadelphia, 1981. (Eric Document 206-262)

Horne, Ralph, Guide for Implementing Competency-Based Education in Vocational Programs. Blacksburg, VA: Division of Vocational and Technical Education, Virginia Polytechnic Institute, 1981.

James, Wayne B., "What APL is -- and is Not," The CB Reader. Upper Montclair, NJ: National Adult Education Clearinghouse, Montclair State College, 1980.

Kasworm, Carol, "Competency-Based Adult Education: A Challenge of the 80's," Information Series No. 208. Columbus, OH: ERIC/ACVE, 1980.

----- and Buddy Lyle, Proceedings of a National Invitational Workshop on Competency-Based Adult Education. Austin: University of Texas, 1979.

Kirschner Associates, Inc., A Monograph for Bilingual Vocational Instructor Competencies. Los Angeles: National Dissemination and Assessment Center, California State University, 1981.

Knowles, Malcolm, The Adult Learner: A Neglected Species. Houston: Gulf Publishing Company, 1973.

Liprie, Mary Lou, "Model for Implementing Competency Based Teacher Education, Final Report, Phase 1," Report to the U.S. Office of Education, Washington, DC. Newark, DE: College of Home Economics, University of Delaware, June 1978. (Eric Document 179 691)

Northcutt, Norvell et al, The Adult Performance Level Study. Austin: University of Texas, 1977, (Eric Document 185 113)

Norton, Robert F., "Development of Performance-Based Teacher Education (PBTE) Materials for the Training of Instructors." Paper prepared for the International Labor Organization Asian Regional Workshop on Training Materials Development and Exchange, Bangkok, Thailand, May 19-31, 1980. (Eric Document 189 086)

Parker, James T. and Paul G. Taylor (eds.), Issue on Competency-Based Adult Education, Adult Literacy and Basic Education, Volume 3, Number 3, Fall, 1979.

Phillips, Carl R., Project PACCE CBAE Materials Users Guide, Urbana, IL: Urbana Adult Education, 1982.

Schaffer, Deborah L. and Carol H. Van Duzer, Competency-Based Teacher Education Workshops in CBE/ESL. Arlington, VA: Refugee Education and Employment Program, June, 1984.

Tibbetts, John W. and Dorothy Westby-Gibson, Issue on Adult Education for the 1980's, Priorities for Staff Development, California Journal of Teacher Education, Volume 7, Number 1, 1980.

#### CBE/ESL REFERENCES

Behrens, Sophia, ed., From the Classroom to the Workplace: Teaching ESL to Adults. Washington: Center for Applied Linguistics, 1983.

Berg, Joann LaPerla and Beverly Gal'ary Schwartz, "Don't Bother Us . . . We Can Cope: CBE for ESL," The CB Reader. Upper Montclair, NJ: National Adult Education Clearinghouse, Montclair State College, 1980.

Center for Applied Linguistics: Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. (Refugee Education Guide Adult Education Series #12). Washington: 1982.

Findley, Charles A. and Lynn A. Nathan, "Functional Language Objectives in a Competency-Based ESL Curriculum," TESOL Quarterly, Volume 14, Number 2, (June, 1980), pp. 221-130.

Keltner, Autumn A. and Leann B. Howard, "The Integration of Competency-Based Education into an Adult English as a Second Language Program," Proceedings of a National Invitational Workshop on Competency-Based Education: Austin: University of Texas, 1979.

Savage, Lynn, ed., ESL Methods and Materials, ACSA/ESL Staff Development Project, developed under a grant of the Federal P.L. 91-230 (as amended) Section 310, through the California State Department of Education.

#### GENERAL TESTING REFERENCES

- Clark, John L. D., Foreign Language Testing: Theory and Practice, Concord, MA. Heinle & Heinle, 1972.
- Cohen, Andrew D., Testing Language Ability in the Classroom. Rowley, MA, Newbury House, 1980.
- Finocchiaro, Mary and Sydney Sako, Foreign Language Testing: A Practical Approach. New York: Regents, 1983.
- Madsen, Harold, Techniques in Testing, (Teaching Techniques in English as a Second Language). New York: Oxford University Press, 1984.
- Omaggio, Alice C., Proficiency Oriented Classroom Testing, (Language in Education: Theory and Practice). Washington: Center for Applied Linguistics, 1983.



# ESL LANGUAGE TESTS

TEST	PUBLISHER	FUNCTION	SKILL	FORMS	SPL
Adult ESL Diagnostic Reading Test	Associated California School Admin. (ACSA)	Diagnostic	Reading	4	V, VI
Adult Performance Level	University of Texas at Austin	Placement, Achievement, Certification	Life Skills	Multiple	VII & Above
Ann & Ben Listening Test	Oregon State University	Placement, Diagnostic, Achievement	Listening	3	I-I
Basic English Skills Test, Forms B,C,D	Office of Refugee Resettlement, Refugee Materials Center, Department of Education	Placement, Diagnostic, Progress	Life Skills	3	I-V
Core			Listening, Speaking, Reading, Writing		
Literacy			Reading, Writing		
Comprehensive Adult Student Assessment System	California Dept. of Education	Placement, Diagnostic, Achievement, Certification	Life Skills/Prevocational Skills in Reading, Listening Context	Multiple	I-VII
Comprehensive English Language Test	McGraw-Hill	Placement, Achievement, Certification	Listening, Grammar, Vocabulary	1	VII & Above
Diagnostic Test for Students of English as a Second Language	McGraw-Hill	Diagnostic	Grammar	1	V, VI
English Language Skills Assessment (ELSA)	Newbury House	Placement, Achievement, Certification	Reading, Grammar	2	I-III IV-VI VII & Above
Beginning Intermediate Advanced					

## ESL LANGUAGE TESTS (cont.)

TEST	PUBLISHER	FUNCTION	SKILL	FORMS	SPL
English Placement Test	English Language Institute University of Michigan	Placement	Listening, Grammar, Vocabulary, Reading	3	VIII & Above
English Placement Test	San Francisco Community College	Placement	Grammar	Multiple	I-VII & Above
Examination in Structure	English Language Institute University of Michigan	Placement, Diagnostic, Achievement	Grammar	3	VII & Above
The Help Test	Alemany Press	Placement	Reading, Writing	1	I-I
Iiyin Oral Interview	Newbury House	Placement, Diagnostic, Achievement	Listening, Speaking	2	I-V
The John Test	Language Innovations, Inc.	Placement, Diagnostic, Achievement	Listening, Speaking	1	I-V
Listening Comprehension Picture Test	Newbury House	Placement, Diagnostic, Achievement, Certification	Listening	2	I-V
Listening Comprehension Writing Test	Newbury House	Placement, Diagnostic, Achievement, Certification	Listening, Writing	2	I-V
Michigan Test of Aural Comprehension	English Language Institute University of Michigan	Placement, Diagnostic, Achievement, Certification	Listening	3	VIII & Above
Michigan Test of English Language Proficiency	English Language Institute University of Michigan	Placement, Achievement, Certification	Grammar, Vocabulary, Reading	Multiple	VIII & Above
Orientation in American English Placement Test	Institute for Modern Languages	Placement	Speaking, Reading, Writing	1	I-V

ESL LANGUAGE TESTS (cont.)

TEST	PUBLISHER	FUNCTION	SKILL	FORMS	SPL
Secondary Level English Proficiency Test	Educational Testing Services	Placement, Achievement, Certification	Listening, Reading	1	V & Above
Speak Test	Educational Testing Services	Diagnostic, Certification	Speaking	1	V & Above
Structure Tests English Language (STEL)	Newbury House	Placement, Achievement, Certification	Grammar		
Beginning				2	I-III
Intermediate				2	IV-VI
Advanced				2	VII & Above
Test of Ability to Subordinate	Language Innovations, Inc	Diagnostic	Grammar	1	VI & above
The Ullman Test	Alemany Press	Placement, Achievement	Grammar	2	I-V

## GLOSSARY OF MELT RESOURCE PACKAGE TERMS

**ACHIEVEMENT TESTING** - a measure of student progress based on the curriculum defined for each performance level.

**ASSESSMENT** - a process to judge, appraise, rate, and interpret student needs, proficiency and achievement.

**COMPETENCY** - a demonstrated ability to perform a task successfully. In the context of the MELT Package, this is a life skills task, which involves language.

Example: Level 1; Housing-3. Identify basic types of available housing.

**COMPETENCY-BASED EDUCATION (CBE)** - a performance-based process leading to demonstrated mastery of the basic and life skills necessary for the individual to function in society. It requires:

- . assessment of student need,
- . identification of outcomes which are known and agreed upon,
- . instruction focused upon agreed outcomes (competencies)
- . evaluation of student achievement of competencies.

**CRITERION-REFERENCED TEST** - an objectives-based test that measures student performance against a defined standard set in advance, rather than norm-referenced which measures one student's performance against the performance of others. In CBE, each test item is keyed to a statement of a competency objective in the curriculum.

**CROSS-TOPICAL COMPETENCIES** - competencies which may be performed by the student in more than one context/topic area.

Example: Level 1; Personal Identification-3: Spell, read, and print own name.

**CURRICULUM** - a defined outline for an instructional program. Minimally, it prescribes WHAT is to be taught. It can also include suggestions for HOW, WHEN and WITH WHAT MATERIALS.

**ENABLING SKILLS** - those skills which enable a person to perform a life skill. These may include linguistic skills such as reading, writing, listening, speaking, and other basic skills including computation.

**ENTRANT** - 1) any individual granted parole status as a Cuban/Haitian Entrant (Status Pending) or granted any other special status subsequently established under the immigration laws for nationals of Cuba or Haiti, regardless of the status of the individual at the time assistance or services are provided; and 2) any other national of Cuba or Haiti - who -

- i. was paroled into the U.S. and has not acquired any other status under the Immigration and Nationality Act;
- ii. is the subject of exclusion or deportation proceedings under the Immigration and Nationality Act; or
- iii. has an application for asylum pending with the Immigration and Naturalization Service;

**FUNCTION** - the purpose of communication in a given situation; i.e., what the speaker intends to do with the language.

Examples: Getting information, requesting clarification.

**KEY COMPETENCIES** - Competencies which were considered by the MELT Project to be most crucial, based on assessment of student need. A key competency is likely to be "universal." That is, it is important to any refugee in any program or geographical area.

**LIFE SKILL** - one that is necessary for meeting the needs of daily living.

**LITERACY** - a process which involves receiving information and ideas from print and putting information and ideas into print. It involves words, sentences, paragraphs, and longer forms of discourse.

**MASTERY** - the demonstrated ability to perform a competency in a real life situation or according to conditions/criteria which approximate real-life situations as much as possible.

**MAINSTREAM ENGLISH LANGUAGE TRAINING RESOURCE PACKAGE** (see MELT Demonstration Project) - The MELT Resource Package includes the Student Performance Levels and Core Curriculum documents, a description of the B.E.S.T., and general information on developing a competency-based ELT program for adult refugees. The MELT Package also provides guidelines for technical assistance.

**MELT DEMONSTRATION PROJECT** - a project involving several phases which was initiated and funded by the Office of Refugee Resettlement in fiscal years 1983-85 to develop and field-test documents related to student performance levels, competency based ELT curricula and assessment and testing. The outcome of the development and field-testing process provided guidelines for the MELT Resource Package. The final task of the MELT Project is to provide technical assistance and training in using the MELT Package.

**PERFORMANCE OBJECTIVE** - the description of how mastery of a competency will be demonstrated. It specifies:

- performance - the specific behavior
- condition - the performance situation
- criteria - the standard of acceptable performance

Example:

Competency Objective: Level 2 - Employment on the Job-13 Follow simple on-step oral instructions to begin and perform a task which is demonstrated, including simple classroom instructions. ([Put these away.] )

Performance Objective: Students make appropriate physical response to spoken commands about classroom procedures ([Open the book.] [Pick up the pencil.] [Write your name.] )

PLACEMENT TEST - a measure of student ability for the purpose of placing students into program instructional levels.

PROFICIENCY TEST - a measure of student ability used for placement and/or progress purposes.

REFUGEE - (A) Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion, or (B) in such special circumstances as the President after appropriate consultation (as defined in section 207 (e) of this ACT) may specify, any person who is within the country in which such person is habitually residing, and who is persecuted or who has a well fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. The term "refugee" does not include any person who ordered, incited, assisted, or otherwise participated in persecution of any person on account of race, religion, nationality, membership in a particular social group, or political opinion. (From the Refugee Act of 1980)

STUDENT PERFORMANCE LEVELS - general descriptions of a student's language ability with respect to listening, oral communication, reading, and writing. A student's performance may be different in each of the skill area.

TOPIC - the contexts in which language is used.  
Example: shopping, housing, health.

## ACRONYMS

B.E.S.T.	Basic English Skills Test
CBE	Competency Based Education
CO	Cultural Orientation
ELT	English Language Training
ESL	English as a Second Language
IESL	Intensive English as a Second Language
MELT	Mainstream English Language Training
ORR	Office of Refugee Resettlement
SPL	Student Performance Levels
VELT	Vocational English Language Training